DOCUMENT RESUME

ED 433 407   AA 001 313

Resources in Education (RIE). Volume 35, Number 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

"Resources in Education" (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1000 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. The electronic version of the ERIC database contains data fields in addition to those appearing in the printed journal, e.g., geographic source, target audience, etc. (CRW/WTB)

ED 433 408   CE 078 911

Lankinen, Timo
Challenges to Vocational Education and Training in the Nordic Countries.
PUB DATE- 99
NOTE- 5p.; Paper presented at the International Congress on Technical and Vocational Education (2nd, Seoul, South Korea, April 26-30, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Apprenticeships; Educational Change; *Educational Needs; *Educational Philosophy; *Educational Practices; *Educational Trends; Foreign Countries; *Futures (of Society); Job Training; On the Job Training; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- *Nordic Countries

In the Nordic countries (Denmark, Iceland, Norway, Sweden, and Finland), as well as in the rest of the world, it is a constant challenge to match education and training to the rapid pace of change. In order to meet the demands of the future, major changes in both the structure and content of vocational education and training have taken place during the 1990s in all Nordic countries. For example, Norway has radically changed its model of technical and vocational education. Since 1994,

ED 433 425 CE 079 097

Robinson, Chris
Measures To Increase the Impact of Vocational Education and Training Research.
PUB DATE- 99
NOTE- 29p.; Paper is based on the opening address, "Making It Count: Increasing the Impact of VET Research," presented to the Annual Vet Research Conference (8th, Queensland, Australia, July 7-8, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Diffusion (Communication); *Educational Research; Evaluation Utilization; Foreign Countries; *Information Dissemination; *Job Training; Outcomes of Education; Postsecondary Education; Program Effectiveness; Research Projects; *Research Utilization; Secondary Education; Theory Practice Relationship; *Vocational Education
IDENTIFIERS- *Australia

This paper examines how to increase the national vocational education and training (VET) research effort in Australia and the mechanisms to increase the knowledge about and use of research results. Section 1, "Introduction," addresses the rapid change in VET and importance of a national VET research effort. Section 2, "Increasing the National VET Research Effort," describes the national research and evaluation strategy for VET for 1997-2000 and six priority areas: economic and social implications of VET; employment and work force; pathways from school to work; outcomes of the VET sector; quality of VET provision; and future issues affecting the VET sector. Progress to date is reported. Section 3, "The Effectiveness of the National VET Research and Evaluation Effort," takes a general look at recent studies and focuses on two reviews: (1) the Figgis review, which determined that users are looking for development of value-added research information and for a wider variety of mechanisms through which to be informed; and (2) the Taylor review, which proposed two key measures--implementation of a research utilization strategy and adoption of a system of research references. Section 4, "Better Dissemination and Utilization of VET Research," describes these measures: publish and distribute more research; develop new research information products; go digital; get the message out face-to-face; make VOCED a world-class VET research database; and promote greater public awareness of VET issues. Section 5 offers conclusions. The document contains 18 references and lists of research projects commencing in 1989-99, 1999-2000, and 1997/1998. (YLB)

ED 433 426 CE 079 098

Bond, Austin
Student Mentoring: Promoting High Achievement and Low Attrition in Education and Training.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 99
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Adult Education; Foreign Countries; Inplant Programs; Interpersonal Relationship; *Mentors; Models; *Peer Teaching; Postsecondary Education;

ED 433 443 CE 079 122

Clarke, Alan
How To Create Effective Information and Communication Technology Learning Programmes. A Guide.
PUB DATE- 99
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Learning; Classroom Techniques; *Communications; Computer Literacy; *Curriculum Development; *Educational Practices; Foreign Countries; *Information Technology; *Instructional Development; Postsecondary Education; Program Development; Program Guides; Teacher Education; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Great Britain

This guide, which is intended for information and communication technology (ICT) tutors and tutor managers in Great Britain's further education sector, explains how to create effective ICT learning programs for adults. The guide emphasizes developing students' confidence and providing them with a sound foundation for further study. The following are among the topics discussed in the guide's nine sections: program planning (why adults want to learn about ICT, independent learners, preparation for sessions, location, marketing, tasters, drop-in centers, health and safety); opening session of an ICT program (the initial experience, learning styles, participation, content, ways to avoid confusing learners, layout, learning in pairs versus individual learning, individual needs); confusing issues (Windows, keyboard shortcuts, input devices, operating systems, text, saving, general, scrolling); next sessions (review, objectives, operating system, applications, methods, climate, support, summaries); teaching suggestions (word processing, spreadsheets, databases, Internet, e-mail, painting and drawing, general system areas); teaching techniques and tutors (speed, whole-class teaching, demonstration, small group learning, individual learning, computer-based learning, paper-based open learning, feedback, questions, coaching, practice, handouts); tutor and volunteers roles, technical support, and training; and advice for successful ICT education and training events. (Appended are the addresses of 31 useful organizations. The bibliography contains 20 references.) (MN)

ED 433 444 CE 079 124

Fahy, Patrick J.; Morgan, Deborah
Seeking the "Phenomenological Nod": Report of an Inquiry into Current Writing Practices in Adult Literacy Programs in Western Canada.
PUB DATE- 99
NOTE- 35p.; A shorter version of this paper was published as: Fahy, P.J. and Morgan, D. (1999). "Current writing attitudes and practices in selected adult literacy programs in Western Canada." The Alberta Journal of Educational Research, XLV (2), Summer, 209-211.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Educators; Adult Literacy; Adult Programs; Cooperative Learning; Educational

DOCUMENT RESUME

ED 433 461 CE 079 146

Levine, David I.
Working in the Twenty-First Century: Policies for Economic Growth through Training, Opportunity, and Education. Issues in Work and Human Resources Series .
PUB DATE- 98
NOTE- 286p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Change Strategies; Disabilities; Economic Change; *Economic Progress; *Education Work Relationship; *Educational Change; Educational Opportunities; Employment Patterns; Employment Projections; Free Enterprise System; Futures (of Society); Government School Relationship; Human Capital; *Job Training; Labor Force Development; Labor Legislation; Labor Market; Lifelong Learning; Needs Assessment; Policy Formation; Political Power; Postsecondary Education; Poverty; Productivity; Public Housing; *Public Policy; Secondary Education; Social Action; Trend Analysis; Urban Areas; Urban Education; Youth Problems; Youth Programs

This book examines how many of the United States' social and economic problems are reinforced by the combination of school, business, and government. It outlines ways that U.S. government policy can be reformulated to make schools and training major components in the U.S. labor market's successful adjustment to the new workplace realities. The following are among the topics examined in the book's 13 chapters: reasons why many workers in the U.S. labor market are experiencing economic stagnation and decline; failings of the free market and government policies that have led to current labor market difficulties; investment and reinvention as strategies for emerging from current labor market difficulties; ways of reforming secondary and postsecondary education and transforming the school and postschool years into components of a life cycle of learning; policies to improve workplaces; strategies for reinventing workplace regulation; policies to end public housing as it now exists; strategies to address the problems faced by youths in poor areas; reinvention of disability policy; a normative model of policymaking that integrates knowledge of social sciences, the political process, and citizens' preferences; and lessons learned. Twenty-six boxes/figures are included. The book contains 290 references. (MN)

ED 433 462 CE 079 149

Ramsey, Steven A.; Vedder, Charles V.
Improving Student Drafting Knowledge and Skills through the Use of Technology.
PUB DATE- 99
NOTE- 61p.; Masters Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Design; *Drafting; Educational Research; Grade 11; Grade 12; High Schools; *Skill Development; *Technological Literacy; *Technology Transfer; Transfer of Training; Use Studies; Vocational Education

A program was developed to infuse technology into drafting

ED 433 482 CG 029 447

Roney, James R.
An Experimental Investigation of Career Attainment Probability Judgments: The Role of Inaccurate Reasoning in Career Overaspiration.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Aspiration; Adolescents; *Career Choice; Career Counseling; *Career Planning; Counseling Effectiveness; Counselor Role; Employment Opportunities; High School Students; High Schools; Social Cognition; Theory Practice Relationship

This paper presents an experimental investigation of the causes and accuracy of adolescents' judgments regarding the likelihood of obtaining a high status occupation. High school students were asked to estimate the probability that a fictitious target subject would actually achieve the goal of becoming a doctor. Information about job availability and target subject characteristics were varied across experimental conditions. Three conclusions are indicated. First, high school students' probability judgments about high status career attainment are unrealistic. Second, probability judgments are responsive to the presentation of information about job availability, but on average such judgments are still unrealistic even when this information is provided to students. Third, probability judgments are distorted in a self-serving manner when the students who rate the odds of career attainment themselves aspire to that career. Findings suggest that adolescents may overaspire in their career expectations because they reason inaccurately about the difficulty of attaining high-status jobs. Implications for career counseling suggest that simply giving students labor market information may be insufficient to foster more realistic ideas about careers. The paper notes the need for a didactic technique that can impress upon students the logical relationship between frequency information and subjective degrees of confidence in the likelihood of single events. (Contains 11 references, 2 tables, and 1 figure.) (JDM)

ED 433 483 CG 029 451

Leitch, Ruth
The Shaming Game: The Role of Shame and Shaming Rituals in Education and Development.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Conference of the American Educational Research Association (Montreal, Quebec, Canada April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; Educational Practices; Elementary Education; Foreign Countries; Moral Values; *Psychological Patterns; Schools; Self Concept; *Teacher Attitudes; Teachers; *Teaching Methods; *Value Judgment
IDENTIFIERS- Queens University of Belfast (Northern Ireland); *Shame

This paper examines the phenomena of shame and shaming from both psychological and sociocultural perspectives. Shame is

ED 433 502 CS 013 705

Saunders, Dara; Gierke, Terri
Increasing Phonemic Awareness among Primary Students To Improve Reading Skills.
PUB DATE- 99
NOTE- 75p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Beginning Reading; Decoding (Reading); *Instructional Effectiveness; *Phoneme Grapheme Correspondence; *Phonics; Primary Education
IDENTIFIERS- *Phonemic Awareness

This report describes a program for increasing phonemic awareness in the primary grades. The targeted population consisted of first and second grade students from middle class communities located in the Midwest. Research indicated that students who enter primary grades without phonemic awareness might have reading difficulties. Lack of phonemic awareness was documented through the pretests. Analysis of probable cause data revealed that students who enter school lacking phonemic awareness may be lacking home literacy experiences. Other factors that have been identified as having an impact on early language knowledge include predisposition to learning disabilities, income levels, and home and school language differences. Lack of professional training regarding phonemic awareness also limited the identification of at-risk students who needed further training for language knowledge. A review of solution strategies suggested that early interventions might make a difference for the development and outcomes of reading skills in first and second grade children at risk for reading failure. Phonemic awareness can be a part of any classroom by providing rich language experiences that encourage active exploration and manipulation of sounds. Most children will acquire phonemic awareness from these activities. A comparison of pretest and posttest results showed a dramatic increase ranging from 5% to 65% in the percentage of correct answers on skill tests. Analysis of posttest results indicated that a majority of students increased their knowledge of language, and thus improved their phonemic awareness. The teacher-researchers strongly recommend instruction in phonemic awareness for primary students to strengthen language skills. Contains 37 references, 2 figures and 6 tables of data. Appendixes contain pretest and posttest materials, activity sheets, game descriptions, and a list of recommended children's books. (Author/SR)

ED 433 503 CS 013 706

Blease, Cindi; Ecklund, Kristina; Hitzman, Michelle
Improving Word Recognition among First Grade Students.
PUB DATE- 99
NOTE- 69p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Beginning Reading; Grade 1; *Instructional Effectiveness; Parent Participation; Primary

ED 433 519 CS 216 861

Jerry, Laura J.; Ballator, Nada
NAEP 1998 Writing State Report for Kentucky.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 42p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 216 850. For highlights of the full report, see CS 216 849. For the 40 separate reports for 36 states, the District of Columbia, Department of Defense Dependent Domestic Schools, Department of Defense Dependent Overseas Schools, and the Virgin Islands, see CS 216 851-890.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 8; Junior High Schools; *National Competency Tests; Public Schools; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results; *Writing Achievement; Writing Research
IDENTIFIERS- *Kentucky; National Assessment of Educational Progress; State Writing Assessments

In 1998 for the first time, the NAEP (National Assessment of Educational Progress) administered a writing assessment at the state level. This report describes the writing achievement of Kentucky eighth-grade students and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). In Kentucky, 2341 students from 89 public schools were assessed. The writing assessment questions asked for three major kinds of writing: some required narrative, some informative, and some persuasive writing. Each student who participated in the state assessment was given two questions and had 25 minutes to respond to each question. The questions asked students to write in a variety of forms, such as essays, letters, stories, as well as to a variety of audiences, such as teachers, other students, and school boards. The distribution of writing results and writing achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' educational level, free/reduced-price lunch program eligibility, and type of location). The average writing proficiency of eighth-grade public school students in Kentucky on the NAEP writing scale was 146 compared to 148 nationwide. (RS)

ED 433 520 CS 216 862

Jerry, Laura J.; Ballator, Nada
NAEP 1998 Writing State Report for Louisiana.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 44p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 216 850. For highlights of the full report, see CS 216 849. For the 40 separate reports for 36 states, the District of Columbia, Department of Defense Dependent Domestic Schools, Department of Defense Dependent Overseas Schools, and the Virgin Islands, see CS 216 851-890.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

DOCUMENT RESUME

ED 433 536 CS 216 878

Jerry, Laura J.; Ballator, Nada

NAEP 1998 Writing State Report for South Carolina.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.

PUB DATE- 99

NOTE- 42p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 216 850. For highlights of the full report, see CS 216 849. For the 40 separate reports for 36 states, the District of Columbia, Department of Defense Dependent Domestic Schools, Department of Defense Dependent Overseas Schools, and the Virgin Islands, see CS 216 851-890.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; *Grade 8; Junior High Schools; *National Competency Tests; Public Schools; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results; *Writing Achievement; Writing Research

IDENTIFIERS- National Assessment of Educational Progress; *South Carolina; State Writing Assessments

In 1998 for the first time, the NAEP (National Assessment of Educational Progress) administered a writing assessment at the state level. This report describes the writing achievement of South Carolina eighth-grade students and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). In South Carolina, 2469 students from 99 public schools. The writing assessment questions asked for three major kinds of writing: some required narrative, some informative, and some persuasive writing. Each student who participated in the state assessment was given two questions and had 25 minutes to respond to each question. The questions asked students to write in a variety of forms, such as essays, letters, stories, as well as to a variety of audiences, such as teachers, other students, and school boards. The distribution of writing results and writing achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' educational level, free/reduced-price lunch program eligibility, and type of location). The average writing proficiency of eighth-grade public school students in South Carolina on the NAEP writing scale was 140 compared to 148 nationwide. (RS)

ED 433 537 CS 216 879

Jerry, Laura J.; Ballator, Nada

NAEP 1998 Writing State Report for Tennessee.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.

PUB DATE- 99

NOTE- 42p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 216 850. For highlights of the full report, see CS 216 849. For the 40 separate reports for 36 states, the District of Columbia, Department of Defense Dependent Domestic Schools, Department of Defense Dependent Overseas Schools, and the Virgin Islands, see CS 216 851-890.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

DOCUMENT RESUME

ED 433 554 CS 510 135

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (82nd, New Orleans, Louisiana, August 3-8, 1999). Media and Disabilities.
PUB DATE- 99
NOTE- 184p.; For other sections of this proceedings, see CS 510 132-153.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Advertising; Content Analysis; *Disabilities; Euthanasia; Higher Education; Journalism Education; *Mass Media Effects; Political Candidates; Presidential Campaigns (United States)
IDENTIFIERS- Dole (Robert); Editorial Cartoons; Prime Time Television

The Media and Disabilities section of the Proceedings contains the following 5 papers: "Wrestling with Stereotypes: Images of the Mentally Ill in the WWF" (Marie Hardin and Brent Hardin); "Investigating Media Influence on Attitudes Toward People with Disabilities and Euthanasia" (Kimberly A. Lauffer and Sarah Bembry); "Print Advertising Images of the Disabled: Exploring the Impact on Nondisabled Consumer Attitudes" (Zenaida Sarabia Panol and Michael McBride); "Creating a Virtual Television Culture: Using Actors and Models to Reflect Desired Perceptions in Primetime Television Advertising" (Dennis J. Ganahl); and "Disability Visibility: Cartoon Depictions of Bob Dole" (Gene Burd). (RS)

ED 433 555 CS 510 136

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (82nd, New Orleans, Louisiana, August 3-8, 1999). Radio-Television Journalism.
PUB DATE- 99
NOTE- 151p.; For other sections of this proceedings, see CS 510 132-153.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Broadcast Journalism; Competition; Content Analysis; Higher Education; Journalism Education; Journalism Research; Mass Media Effects; *News Reporting; Presidential Campaigns (United STates); Salaries; Salary Wage Differentials; *Television; Television Viewing
IDENTIFIERS- Fairness; Local News; *Media Coverage; Michigan; News Bias; *Newsmagazines; Television Stations

The Radio-Television Journalism section of the Proceedings contains the following 7 papers: "Winner by a Sound Bite: Fairness and Balance in the 1998 Michigan Governor's Race" (Sue Carter, Frederick Fico, and Jocelyn A. McCabe); "The Effects of Competition on Television Coverage of City Hall" (Stephen Lacy, Charles St. Cyr, and David Coulson); "Television Network Affiliation Changes in a Major Market and the Effect on News Viewing" (Samuel J. Sauls and Marilyn L. Boemer); "The 1996 Presidential Nomination Contests: Network News Coverage" (Karon Speckman); "Prime Time News: Effects Associated with the Rise of the Television News Magazine Format" (Jennie Rupertus); "A Quarter Century of Television Network News: Fewer, Longer (?) and Softer News Items" (Daniel Riffe and Lori Spiczka Holm); and "Has the Salary Gap Closed? A Survey of Men and Women

ED 433 573 CS 510 154

Engraffia, Margie; Graff, Nora; Jezuit, Sue; Schall, Leslie
Improving Listening Skills through the Use of Active Listening Strategies.
PUB DATE- 99
NOTE- 67p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; *Instructional Effectiveness; Intermediate Grades; Junior High Schools; *Listening; Listening Comprehension; Listening Habits; *Listening Skills; Notetaking

This report describes a program for improving active and critical listening skills for elementary age students. The targeted population consists of middle school children located near a large midwestern city. The problems of poor listening skills are documented through data revealing the need for attending interventions that have been put in place. Analysis of probable cause data revealed that students reported a lack of skills in active and critical listening. A review of curricula and literature revealed that teachers do not receive adequate staff development related to teaching listening. Students do not receive direct instruction on the components of effective listening. Inability to listen has been revealed through information received from the faculty. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem settings, resulted in the selection of four major categories of intervention. The four categories include active listening, critical listening, note-taking, and applications for life transfer. Post intervention data indicated an increase in students' listening skills and behaviors based on assessment activities. Contains 28 references, 8 figures, and 2 tables of data. Appendixes contain questionnaires, interview sheets, checklists, dictation sentences, stories with questions, and listening rules and strategies. (Author/SR)

ED 433 574 CS 510 155

Kovacevich, Karen; Price, Barbara; Ronna, Vicki; Xanos, Pamela
Improving Student Oral and Written Communication Skills through the Use of Higher Level Thinking.
PUB DATE- 99
NOTE- 109p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Communication Skills; *Cooperative Learning; Economic Factors; *High Risk Students; *Instructional Effectiveness; Primary Education; *Thinking Skills

This study describes a program designed to increase the communication skills of at-risk students. The targeted population consists of kindergarten through third grade students in two elementary schools in a community in central Illinois. The status of family income ranges from low to high levels. Evidence for the existence of inadequate communication skills is documented through an observation checklist, case studies, and diagnostic screening. Data gathered from the professional literature suggests that the probable causes for

ED 433 593 EA 030 002

Sharp, John
School Performance Review: Port Arthur Independent School District. A Report from the Texas Performance Review.
PUB DATE- 98
NOTE- 507p.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Administration; *Educational Assessment; Elementary Secondary Education; Governance; *Needs Assessment; Performance Based Assessment; *School Effectiveness; *Summative Evaluation; Tables (Data)
IDENTIFIERS- *Port Arthur Independent School District TX; School Performance Indicators

This report provides a performance review of a Texas school district. For the review, investigators interviewed district employees, school-board members, students, parents, business leaders, and representatives from community organizations. The review team also held public forums, conducted focus-group sessions and personal interviews, surveyed district personnel, and consulted two databases of comparative educational information. Following an introduction, the results of the research are presented in 12 chapters: district organization and management, educational service delivery and performance measures, personnel management, community involvement, facilities and energy management, asset and risk management, budgeting and financial management, management information services and educational technology, purchasing and warehousing services, food services, transportation, and safety and security. The review found that the current organizational structure of the central-office staff is not as effective or efficient as it might be. Student performance, although improving, still falls below state and regional averages, and student enrollment declines and shifts have left some school buildings under-utilized, whereas others are overcrowded. A high turnover rate among teachers means a large number of teachers are hired with emergency permits. Finally, significant discrepancies in salaries and salary schedules among staff in similar positions were evident. Eight appendices offer stakeholder and board perceptions, and surveys, interview guides, and analysis. (RJM)

ED 433 594 EA 030 003

Sharp, John
School Performance Review: Hamilton Independent School District. A Report from the Texas Performance Review.
PUB DATE- 98
NOTE- 241p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Administration; *Educational Assessment; Elementary Secondary Education; Governance; *Needs Assessment; Performance Based Assessment; *School Effectiveness; *Summative Evaluation; Tables (Data)

This report provides a performance review of a Texas school district. For the review, investigators interviewed district employees, school-board members, students, parents, business

ED 433 613   EA 030 029

Chambers, Jay G.
Measuring Resources in Education: From Accounting to the Resource Cost Model Approach. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 166p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Administration; Educational Economics; *Educational Finance; Elementary Secondary Education; Models; *Needs Assessment; *Resource Allocation; *School Accounting; Tables (Data)
IDENTIFIERS- *Resource Cost Model

This report describes two alternative approaches to measuring resources in K-12 education. One approach relies heavily on traditional accounting data, whereas the other draws on detailed information about the jobs and assignments of individual school personnel. It outlines the differences between accounting and economics and discusses how each approach will influence the level of analysis. The report illustrates what kinds of information can be ascertained from each of these approaches to measurement and describes the advantages and disadvantages of each. The document describes the uses of accounting data, such as uses of central-office expenditures, to develop common measures of resources. It addresses conceptual issues and illustrates how various kinds of resources data may be used to answer specific questions about the patterns of resource allocation. It outlines the Resource Cost Model and applies it to personnel expenditure by position and explores the patterns of variation in resources and the costs of service delivery. The report is intended to provide information to the National Center for Education Statistics in considering its role in organizing and collecting information about resource allocation in K-12 public and private schools in the U.S. (18 tables provide further information. Contains 20 references.) (RJM)

ED 433 614   EA 030 032

Meek, Anne
Communicating with the Public: A Guide for School Leaders.
PUB DATE- 99
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Communications; Elementary Secondary Education; *Guides; Mass Media; *Organizational Communication; *Public Relations; Publicity; School Community Relationship

This book examines "baseline" communications in schools and school systems. Baseline communication is defined as schools' ongoing efforts to meet the information needs of parents and the community at large, to strengthen the partnerships of parents and schools, to promote school activities and events, to explain school programs and school's benefits, to enhance

ED 433 632 EC 307 377

Willis, J., Ed.; Liberton, C., Ed.; Kutash, K., Ed.; Friedman, R., Ed.
Symposium: Special Education Services and Interagency Systems of Care in California.
PUB DATE- 98
NOTE- 15p.; In: Chapter 3, "School Based Approaches," of Proceedings of the Annual Research Conference, A System of Care for Children's Mental Health: Expanding the Research Base (11th, Tampa, FL, March 8-11, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Agency Cooperation; *Disability Identification; Elementary Secondary Education; *Emotional Disturbances; *Integrated Services; *Mental Health Programs; Severity (of Disability); *Special Education; *Student Characteristics
IDENTIFIERS- California (Santa Barbara County); California (Santa Cruz); California (Sonoma County)

Two papers summarize a symposium on special education services and interagency systems of care for children and adolescents with severe emotional disturbance (SED) in California. The first paper, "Opening the Floodgates? The Influence of a System of Care on Referrals to Special Education" (Iris Zanglis, Michael J. Furlong, Michelle Wood, J. Manuel Casas, and Kathleen Blake), discusses the impact of implementing a system of care on the numbers and characteristics of youth referred to special education. This study evaluated the rate of identification of children (n=41) with severe emotional disturbance (SED) in a community (Santa Barbara County, California) operating a system of care. Findings indicated an increase of over 44 percent in SED identifications after program implementation. The second paper, "Academic Achievement and Mental Health Functioning: An Illusory or Realistic Relationship?" (Jennifer A. Rosenblatt, Abram Rosenblatt), provides data on the characteristics of 143 children and adolescents enrolled in collaborative mental health and educational programs in Sonoma and Santa Cruz counties. Data included demographic characteristics, clinical and functional status, educational achievement, and relationship between academic performance and functional behaviors. Although students performed below expected grade level and showed evidence of severe emotional and behavioral problems at program entry, academic achievement as measured by standardized tests did not relate significantly to their mental health functional status. (Contains 36 references.) (DB)

ED 433 633 EC 307 378

Calvanese, Pamela Kelly; Rivera, Vestena Robbins; Oliveira, Brian; Kutash, Krista; Duchnowski, Albert J.
The School and Community Study: Exemplary Program Models and Child and Family Progress over Time.
PUB DATE- 98
NOTE- 7p.; In: Chapter 3, "School Based Approaches," of Proceedings of the Annual Research Conference, A System of Care for Children's Mental Health: Expanding the Research Base (11th, Tampa, FL, March 8-11, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

ED 433 651 EC 307 396

Hager, Ronald M.
Funding of Assistive Technology: State Vocational Rehabilitation Agencies and Their Obligation To Maximize Employment.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); Adults; Advocacy; *Assistive Devices (for Disabled); *Court Litigation; *Disabilities; Educational Responsibility; *Eligibility; Employment; Evaluation Criteria; Federal Legislation; *Financial Support; Higher Education; Role of Education; State Programs; *Vocational Rehabilitation
IDENTIFIERS- Appeals (Hearings); Rehabilitation Act 1973

This booklet discusses the provision of assistive technology through state vocational rehabilitation programs to help individuals with disabilities in employment settings. It reviews vocational rehabilitation eligibility criteria, specific goods and services that can be provided, issues to keep in mind when using this system to obtain assistive technology, appeal procedures, and the advocacy services available through the Client Assistance Programs. Court decisions that have denied or upheld a client's eligibility for vocational rehabilitation services and assistive technology devices and services are analyzed, and obligations of colleges and universities to students with disabilities are reviewed. The report concludes that the vocational rehabilitation systems can be a crucial resource for assistive technology for people with disabilities who are planning to enter the workforce. The U.S. Congress and the Rehabilitation Services Agency have strengthened the mandate of state vocational rehabilitation agencies to provide a range of service to maximize employability and economic self-sufficiency. The booklet posits that although the reading of the maximization requirements by the courts to date has yielded mixed results, the language of the law, regulations, and policy directives continue to support a reading that favors maximization of employment in individual cases. (CR)

ED 433 652 EC 307 397

Quadland, Corinne; Rybacki, Sharon; Kellogg, Ann, Ed.; Hall, Sandy, Ed.
A Parents' Guide to Transition for Youth with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.; Wisconsin Council on Developmental Disabilities, Madison.
PUB DATE- 98
NOTE- 168p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; Assistive Devices (for

ED 433 669 EC 307 415

Boudah, Daniel J.; O'Neill, Kevin J.
Learning Strategies. ERIC/OSEP Digest E577.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; Inclusive Schools; *Learning Disabilities; *Learning Strategies; *Research and Development; Study Skills; *Teaching Methods; Theory Practice Relationship
IDENTIFIERS- ERIC Digests

This digest discusses what research says about learning strategies and how teachers can teach learning strategies. A learning strategy is defined as an individual's way of reorganizing and using a particular set of skills in order to learn content or accomplish other tasks more effectively and efficiently in school and nonacademic settings. Studies which have demonstrated that development of learning strategies can be effective in improving the performance of students with learning disabilities in inclusive settings are cited, as are studies demonstrating the effectiveness of specific learning strategies such as reciprocal teaching and mnemonics. A specific instructional sequence for teaching students a multiple-step learning strategy is explained. The learning strategies curriculum, which was developed at the University of Kansas, is described as organized into three strands: (1) information acquisition, (2) information storage, and (3) expression and demonstration of understanding. (Contains 12 references.) (DB)

ED 433 670 EC 307 416

Hutinger, Patricia L.; Beard, Marisa; Bell, Carol; Bond, Janet; Robinson, Linda; Schneider, Carol; Terry, Clare
eMERGing Literacy and Technology: Working Together.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.; Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 98
NOTE- 373p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; Computer Software; *Curriculum Development; *Disabilities; *Emergent Literacy; *Learning Activities; Preschool Education; Program Evaluation

This guide presents a curriculum that integrates development of emergent literacy skills with computer technology in young children, including those with disabilities. The curriculum was tested over a 3-year period in preschool classrooms that included children with mild to severe disabilities. Quantitative and qualitative evaluation results are reported. A

DOCUMENT RESUME

ED 433 691 EF 005 608

McCue, Edward, Ed.; Talaske, Richard H., Ed.
Acoustical Design of Music Education Facilities.
PUB DATE- 90
NOTE- 245p.; Book states: "Essays concerning the acoustical design of Music Education Facilities and reproductions of posters describing 50 recent projects presented at special poster and lecture sessions entitled 'Music Education Facilities Since 1975' during the 117th Meeting of the Accoustical Society of America in Syracuse, New York 25 May 1989."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acoustics; *Educational Facilities Design; Elementary Secondary Education; Essays; *Music Education; Public Schools
IDENTIFIERS- Cost Containment

This publication provides essays on the acoustical design of music education facilities and reproductions of posters describing 50 projects presented at the 117th Meeting of the Acoustical Society of American held in Syracuse, New York in May 1989. Essays are as follows: "Introduction to the Design Process" (Richard Talaske); "The Acoustical Consultant's Role" (Harold P. Geerdes); "The Architect's Perspective" (Lynn Molzan, Laurence O'Connor, and Steven Robinson); "Cost Control for Music Education Facilities" (James and Richard Vermeulen); "The Complete Concert Hall" (R. Lawrence Kirkegaard); "Rethinking Recital Halls" (J. Christopher Jaffe); "Rehearsal Room Acoustics" (Edward McCue); "Matching the Organ to the Room" (Robert F. Mahoney); "Keeping Things Quiet" (William J. Cavanaugh); "Media Systems for Music Education" (Jim Gundlach); and "Lighting the Concert Stage" (Joshua Dachs). Project posters from Australia, Canada, France, Japan, Mexico, The Netherlands, South Africa, and the United States are included. Concluding sections provide a bibliography, an index, and an appendix of notable student designs. (Contains 19 references.) (GR)

ED 433 692 EF 005 609

Lackney, Jeffery A.
Reading a School Building Like a Book: The Influence of the Physical School Setting on Learning and Literacy.
PUB DATE- 99
NOTE- 6p.; Presentation delivered at the PREPS (Program of Research and Evaluation for Public Schools) Conference (Jackson, MS, January 28, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Educational Facilities; Elementary Secondary Education; *Learning; *Literacy; Public Schools; School Safety; *Student School Relationship

This speech addresses the impact of schools on teaching and learning, and explains the need to evaluate the following three influences of physical school settings: health and safety factors; ambient environmental factors; and curriculum-based environmental factors. Also addressed are the influences of

DOCUMENT RESUME

ED 433 711 FL 025 961

Hwang, Shin Ja J., Ed.; Lommel, Arle R., Ed.
LACUS Forum XXV, 1998 .
PUB DATE- 99
NOTE- 482p.; Proceedings of the Forum of the Linguistic Association of Canada and the United States (25th, Claremont, CA, July 28-August 1, 1998).
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Aphasia; Applied Linguistics; Diachronic Linguistics; Discourse Analysis; English; Grammar; *Language Patterns; *Language Research; *Languages; Linguistic Borrowing; *Linguistic Theory; Morphology (Languages); Neurolinguistics; Phonemics; Phonetics; Phonology; Pragmatics; Regional Dialects; Scots Gaelic; Semantics; Syntax; Translation; Verbs
IDENTIFIERS- Language Contact

Papers from the conference include: "English and Human Morphology: 'Naturalness' in Counting and Measuring" (Sullivan); "Phonetic and Phonemic Change Revisited" (Lockwood); "Virtual Reality" (Langacker); "Path Directions in ASL Agreement Verbs are Predictable on Semantic Grounds" (Taub); "Temporal Binding and the Structure of Relations" (Harrison); "Reanalyzing the Japanese Coda Nasal in Optimality Theory" (Aoyama); "Acoustic versus Physiological Lenition: The Revised Motor Theory in Action" (Griffen); "Syllable Reduction and Ghost Syllables in Tiriyo" (Meira); "Three-Case Prepositions in Polish: The Semantics of 'Po'" (Bacz); "The Functions of 'Subject' in Locative Inversion Constructions in English" (Duffley); "External Possession in Hebrew" (Katz); "On the Bound Variable Interpretation of Pronouns and Anaphors" (Lee); "Topic Prominence and Grammatical Relations in Korean" (Muller-Gotama); "The Emergence of So-Called 'Functional Categories' in English: A Case Study of Auxiliaries, Modals and Quasi-Modals" (Peters); "Functional Sentence Perspective, Focus of Information and Semantic Relations" (Cummings); "Predictable vs. Unpredictable Polysemy" (Ibarretxe-Antunano); "Monosemic 'Take'" (Ruhl); "'Almost,' and Contrafactual Implicatures" (Ziegeler); "'Si Quieres' as a Grammaticalized Politeness Marker in Peninsular Spanish" (Chodorowska-Pilch); "Reduplication in Colloquial Western Armenian" (Der-Houssikian); "The Forms and Functions of the Passive in Korean" (Hwang); "Is Japanese 'Ga' a 'Subject Marker'?: Evidence from Conversation" (Ono, Thompson, Suzuki); "Syntactic Encoding of Informational Distinctions in Nugunu" (Patman); "Forensic Aspects of Discourse Analysis" (Prideaux); "History of an Idea: 4-Brainmind Evolution of Language Model" (Alford); "The Neural Substrate of Perceptual and Recalled Images as Cognitive Topics" (Babitch); "Local and Distributed Representation in Network Models of Linguistic and Conceptual Structure" (Lamb); "Central Aphasia and the Myth of G: Toward a Grammar-Free Linguistics" (Straight); "The Magical Lexicon of Fighters and Lovers: Toward a Critical Cognitive Grammar" (Hawkins); "Path Settings, Subjective Motion, and the Finnish Partitive Subject" (Huumo); "On the Agent/Experiencer Continuum: A Cognitive Approach to the 'GA/NI' Alternation in Japanese" (Kabata); "The Idiomatization and Grammaticalization of Complex Prepositions" (Akimoto); "'A Wee Dream of the Creature': Examining the Semantic Link Between 'Animal' and 'Alcohol'" (Volpe, McBroom); "The Grammar of the 1635 'Scottish Metrical Psalter'" (Collins); "'Achilles' Grudge' and 'Groveling Before the Lord': Some Impediments to an Accurate Translation" (Levin); "'For

ED 433 731 FL 801 328

Weintraub, Lynne
Citizenship: Passing the Test. Student's Workbook and Teacher's Guide .
PUB DATE- 98
NOTE- 227p.; Accompanied by an audiocassette recording (not included here).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Citizenship Education; Constitutional Law; Democracy; *English (Second Language); *Immigrants; Lesson Plans; Limited English Speaking; *Literacy Education; *Sociocultural Patterns; Standardized Tests; Test Items; *United States Government (Course); United States History; Vocabulary Development; Writing Exercises

This document combines a student's workbook and teacher's guide, which were separately published. The beginning-level workbook in United States citizenship instruction is intended for adult immigrants with limited reading skills and/or familiarity with civics concepts. It presents and reinforces the knowledge required to pass the standardized citizenship test. It features large-print text, concepts articulated simply, generous illustration, and a simple format. Reinforcement is provided in vocabulary, reading comprehension, and spelling, and in the multiple-choice test format and machine-scored answer sheets. The accompanying audiocassette tape (not included here) provides follow-along aural reinforcement and authentic dictation practice for the writing portion of the test. The workbook has three sections. The first includes five lessons--a welcome to the United States and four lessons providing significant facts in American history. The second section consists of four lessons on American government. The final section contains two full-length practice tests and a model Personal Information Form. It also gives sample test questions from commercial testing services, sentences for writing practice, and a vocabulary list. The teacher's guide offers suggestions for classroom presentation and discussion. (Adjunct ERIC Clearinghouse on Literacy Education) (MSE)

ED 433 732 HE 032 264

Berlin, Linda E.; Bednash, Geraldine D.; Hosier, Katherine L.
Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing, 1998-1999.
PUB DATE- 99
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bachelors Degrees; Doctoral Degrees; Educational Attainment; *Enrollment Rate; Enrollment Trends; Graduate Study; Graduation; Higher Education; Masters Degrees; National Surveys; *Nursing Education; Tables (Data); Trend Analysis; Undergraduate Study

This document presents data on enrollment and graduation rates in U.S. undergraduate and graduate nursing programs in 34 tables. Data are based on a 1998 survey of 531 public and private

ED 433 752 HE 032 302

Terkla, Dawn Geronimo; Armstrong, Kelli J.; Seifert, Mark E.
Does Early Intervention Make a Difference in Career Planning? How an Institutional Research Office Provided Answers without Implementing a New Survey. AIR 1999 Annual Forum Paper.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; *Career Planning; College Outcomes Assessment; *College Sophomores; College Students; Course Evaluation; Evaluation Methods; Higher Education; *Institutional Research; Participant Satisfaction; Program Evaluation; Questionnaires; Seminars; Student Characteristics; Student Surveys; Use Studies
IDENTIFIERS- *AIR Forum

This paper describes an institutional research office's use of extensive senior survey data to examine indirectly the effectiveness of a career services early intervention program over a period of four years. The study compared responses on the senior survey by participants (N=200) in the sophomore career exploration seminar with responses of non-participants (N=4234). Analysis indicated that seminar participants were more likely than other students to be female, Asian, and liberal arts majors. All career service items listed on the senior questionnaire were utilized more heavily by the career seminar participants than by non-participants. This difference was most notable for participation in the individual career counseling services, walk-in hours, job search workshops, and use of internship listings. Additionally, seminar participants showed a higher level of satisfaction with these services than did the non-participant group. Participants were far more likely to give the services of the career center an "essential" rating compared to non-participants on an importance scale. Participants were more likely to have completed an internship than non-participants and also expressed higher ratings for their overall satisfaction with their undergraduate experience. (DB)

ED 433 753 HE 032 303

Thomas, Emily; Reznik, Gayle; Dawes, William
Using Predictive Modeling To Target Student Recruitment: Theory and Practice. AIR 1999 Annual Forum Paper.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999.)
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Choice; Decision Making; Higher Education; Institutional Research; Models; *Predictor Variables; *Regression (Statistics); State Universities; *Statistical Analysis; *Student Recruitment

ED 433 772 HE 032 322

Belcheir, Marcia J.
Student Satisfaction and Academic Advising. AIR 1999 Annual Forum Paper.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Advising; Faculty Advisers; Higher Education; *Participant Satisfaction; *Student Attitudes; Teacher Student Relationship
IDENTIFIERS- *AIR Forum; *Student Satisfaction

This study compared student satisfaction with various academic advising arrangements and determined the underlying considerations that affected their satisfaction. Students in 21 classes at a large public university completed a survey asking who their current academic advisor was and how well the current advising system met their needs. Students who were advised by advising center staff reported the highest degree of satisfaction with students advised by faculty reporting somewhat lesser satisfaction. Students preferred advising centers because of their more proactive approach and faculty because of the personal relationships formed. Students advised by peer counselors were the least satisfied because peers were not proactive, were often not available, and were usually not known to the advisee. Students tended to evaluate their advisors on six fairly separate dimensions, specifically the degree to which they were: (1) encouraging during meetings; (2) proactive in arranging meetings and defining responsibilities and obstacles to reaching student goals; (3) respectful of student opinions; (4) approachable; (5) personally knowledgeable about and interested in the advisee; and (6) good time managers who were on time for appointments, unhurried during the appointment, and available when needed. (DB)

ED 433 773 HE 032 323

Terkla, Dawn Geronimo; McKnight, Jennifer
Online News vs. Traditional Media: Students' News Acquisition Preferences. AIR 1999 Annual Forum Paper.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizenship Education; College Faculty; College Students; *Current Events; Databases; Higher Education; *Student Attitudes; Teacher Attitudes; *Use Studies; World Affairs; *World Wide Web
IDENTIFIERS- *AIR Forum; LEXIS System; Tufts University MA

This study at Tufts University (Massachusetts) evaluated College NewsLink, a web-based newsclipping service, as part of a larger study to assess student preferences regarding the acquisition of current events information. The methodology was multi-pronged: first, faculty were surveyed concerning their

ED 433 791 HE 032 341

Perkins, George; Pitter, Gita Wijesinghe; Howat, Claudia; Whitfield, Duane

Relationship of Financial Aid, Work and College Performance. AIR 1999 Annual Forum Paper.

PUB DATE- 99

NOTE- 23p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Age Differences; Demography; *Grade Point Average; Higher Education; Nontraditional Students; Performance; *Student Employment; *Student Financial Aid; Time to Degree

IDENTIFIERS- *AIR Forum; *Course Load; State University System of Florida

This study of the State University System of Florida examined the relationship of demographic factors and college performance to various types and amounts of financial aid, student employment rates, and earnings of employed students. The state's unemployment insurance wage records were used to identify employed students, the university's financial aid database and student course files were used to identify demographic data, financial aid status, and student grades. The study found that high levels of financial aid and low rates of employment were associated with higher course loads. Among students of traditional college age, high levels of financial aid and low rates of employment were also associated with higher grade point averages. In general, women tended to have higher rates of employment and financial aid than men. Generally, students who were not employed had higher GPAs than employed students. Younger students had a wider range of average GPAs than older students. Overall, the percentage of financial aid recipients by class level decreased from freshman to senior level and the percentage employed increased. Results suggest that inadequate aid, which leads to higher employment rates, is likely to decrease credit hours taken per semester and thus lengthen the time to degree. (DB)

ED 433 792 HE 032 342

Weeks, Susan F.; Puckett, Dave; Daron, Ruth

Developing Peer Groups for the Oregon University System: From Politics to Analysis (and Back). AIR 1999 Annual Forum Paper.

PUB DATE- 99

NOTE- 29p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Comparative Analysis; Higher Education; Institutional Research; Politics of Education; *Self Evaluation (Groups); *State Universities

IDENTIFIERS- *AIR Forum; *Oregon State System of Higher Education

This paper describes the year-long process of building a set of peer comparators for Oregon's seven diverse public universities

ED 433 811   IR 057 441

Oregon Intellectual Freedom Clearinghouse: Eleventh Annual Report. July 1, 1997-June 30, 1998.
PUB DATE- 98
NOTE- 11p.; Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Censorship; Elementary Secondary Education; *Intellectual Freedom; Learning Resources Centers; Library Collections; *Library Materials; Literature; *Public Libraries; Publications; Reading Materials; School Libraries; *State Agencies; State Libraries
IDENTIFIERS- *Oregon

This Eleventh Annual Report on activities of the Oregon Intellectual Freedom Clearinghouse begins with the goal, objectives, and scope and methodology of the Clearinghouse followed by a summary of the challenges against library materials that were reported and took place between July 1, 1997 and June 30, 1998. Details about each challenge reported by public libraries and school library media centers during the year are then presented alphabetically by title. A statistical snapshot of challenges reported to the Clearinghouse data since its inception in May 1987 is given, followed by a five-year overview of challenges to library materials in Oregon, based on data reported since July 1, 1993. Four charts analyze the data in this section. Other issues in intellectual freedom in Oregon in 1997-98 are then highlighted. (AEF)

ED 433 812   IR 057 442

Oregon Intellectual Freedom Clearinghouse: Twelfth Annual Report. July 1, 1998-June 30, 1999.
PUB DATE- 99
NOTE- 12p.; Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Censorship; Elementary Secondary Education; *Intellectual Freedom; Learning Resources Centers; Library Collections; *Library Materials; Literature; *Public Libraries; Publications; Reading Materials; School Libraries; State Agencies; State Libraries
IDENTIFIERS- *Oregon

This Eleventh Annual Report on activities of the Oregon Intellectual Freedom Clearinghouse begins with the goal, objectives, and scope and methodology of the Clearinghouse followed by a summary of the challenges against library materials that were reported and took place between July 1, 1998 and June 30, 1999. Details about each challenge reported by public libraries and school library media centers during the year are then presented alphabetically by title. A statistical snapshot of challenges reported to the Clearinghouse data since its inception in May 1987 is given, followed by a five-year overview of challenges to library materials in Oregon, based on data reported since July 1, 1994. Four charts analyze the data in this section. Other issues in intellectual freedom in Oregon in 1998-99 are then highlighted. (AEF)

ED 433 813   IR 057 443

The Future of Libraries in Human Communication: Abstracts and

ED 433 829 IR 057 459

Morag, Azriel
Adaptable Network Cooperate Catalog for Complex Information Objects. From Single Library to a Consortium: Sharing the Management and Distribution of Information Resources.
PUB DATE- 99
NOTE- 6p.; In: The Future of Libraries in Human Communication: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Chania, Greece, May 17-21, 1999) Volume 19; see IR 057 443. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cataloging; Computer Mediated Communication; Computer Networks; Computer System Design; Cooperative Programs; Foreign Countries; *Library Catalogs; *Library Networks; *Online Catalogs; Online Searching; Shared Resources and Services
IDENTIFIERS- Israel

Libraries faced with the challenge of cooperative cataloging must maintain a high degree of unification within the library network (consortium) without compromising local libraries' independence. This paper compares a traditional model for cooperative catalogs achieved by means of a Union Catalog that depends entirely on replication of data between the local libraries and the Union catalog, with a more advanced concept, the Virtual Cooperate Catalog (VCC) that includes an engine that enables a unified search and retrieval of records across diverse local library catalogs and systems. The two models are in fact complementary in their achievements. The ALEPH500 library information system contains a special component, the ALEPH-Net proposes a flexible model that can be tuned in order to achieve the best balancing between virtuality and the reality of data: a Network Cooperative Catalog (NCC). The basic conceptual and technological elements that underline the NCC consist of a distributed database design, links to other records, and an "Expand" option. (AEF)

ED 433 830 IR 057 460

Morrow, Terry
Is the Customer Always Right? End-User Services in a Networked Age.
PUB DATE- 99
NOTE- 13p.; In: The Future of Libraries in Human Communication: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Chania, Greece, May 17-21, 1999) Volume 19; see IR 057 443.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Change; Higher Education; Information Dissemination; Information Industry; Information Networks; Information Seeking; *Information Services; Information Sources; Internet; Researchers; Technological Advancement; *User Needs (Information)
IDENTIFIERS- Technology Role

ED 433 849 IR 057 479

Soete, George J., Comp.; Davis, Trisha, Comp.
Managing the Licensing of Electronic Products. SPEC Kit 248 and SPEC Flyer 248.
PUB DATE- 99
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Contracts; Higher Education; Information Technology; Library Administration; Library Collection Development; *Library Materials; Library Personnel; Library Surveys; *Reference Materials; *Research Libraries; Training
IDENTIFIERS- Association of Research Libraries; *Electronic Resources; *License Agreements

This SPEC (Systems and Procedures Exchange Center) Kit and Flyer reports results of a survey that examined how ARL (Association of Research Libraries) member libraries have organized the licensing of electronic products and how they approach the associated problems. Forty-four of the 122 ARL member libraries responded to the survey. Results are summarized in the areas of personnel, educating users and staff, record keeping, terms of agreement, collection development impact, and satisfaction levels. A copy of the questionnaire with responses is provided. Representative documents include: (1) position descriptions from the University of Texas, Library of Congress, and University of Connecticut; (2) training documents from the University of Minnesota, University of Connecticut, and University of Washington; (3) forms and checklists related to licensing and contracts from the University of New Mexico, Ohio State University, University of Washington, University of Connecticut, and University of Minnesota; and (4) examples of standard contract language from the University of Pennsylvania, University of Washington, and University of Connecticut. A list of 45 selected book, journal, and web site resources is included. (MES)

ED 433 850 IR 057 480

NCLIS: United States National Commission on Libraries and Information Science. 1997-1998 Annual Report (FY 1998).
PUB DATE- 98
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Federal Government; Information Science; *Information Services; International Organizations; *Libraries; *National Programs; *Public Agencies
IDENTIFIERS- *National Commission Libraries Information Science

This twenty-seventh (1997-98) annual report of the National Commission on Libraries and Information Science (NCLIS) includes the following sections: (1) 1997-1998 Highlights; (2) 1997-1998 Commission Meetings; (3) Highlights of NCLIS Activities, 1970-1998; (4) NCLIS Action Plan, 1998-2000; (5) Advice to the Government, including advice to the legislative and executive branches; (6) Coordination with Non-Government Organizations; (7) Government Information Activities; (8) National Information Activities, including scholarly publishing

vocational and technical education has been based on the 2 2 model--2 years in school followed by 2 years in a training enterprise. In Finland, upper secondary vocational education and training programs have been lengthened, with the time for on-the-job training increased. The philosophy in the Nordic countries is that vocational education and training involves competence building beyond the acquisition of work-related skills. Students who complete their education should have the skills they need to function in the society and to participate in democratic processes. There are, however, also differences between Nordic countries. Swedish, Norwegian, and Finnish vocational education and training have traditionally been strictly institution based, although recent reforms have increased work-based training, especially in Norway and Finland. Denmark, however, retains the traditional apprenticeship system, but in a modernized form. In the future, the system in the Nordic countries should be reformed to enhance the status of vocational education, to make it more flexible, and to increase the focus on lifelong education. (KC)

ED 433 409 CE 078 927

Technical and Vocational Education and Training: A Vision for the Twenty-First Century. Recommendations to the Director-General of UNESCO.

PUB DATE- 99

NOTE- 19p.; Prepared at International Congress on Technical and Vocational Education (2nd, Seoul, South Korea, April 26-30, 1999). Conference theme: "Lifelong Learning and Training: A Bridge to the Future."

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Access to Education; Change Strategies; Conferences; Cooperative Planning; Developing Nations; Educational Change; Educational Cooperation; Educational Improvement; Educational Needs; Educational Objectives; *Educational Policy; Foreign Countries; *Futures (of Society); Government Role; Government School Relationship; International Cooperation; International Educational Exchange; *Lifelong Learning; Partnerships in Education; Position Papers; Postsecondary Education; Secondary Education; Strategic Planning; *Vocational Education

The participants in the Second International Congress on Technical and Vocational Education (TVE), which was devoted to the theme of lifelong learning and training as a bridge to the future, formulated 48 recommendations to the Director-General of the United Nations Educational, Scientific, and Cultural Organization (UNESCO). The recommendations pertained to six broad themes: changing demands of the 21st Century and challenges to TVE; improving systems providing education and training throughout life; innovating the education and training process; TVE for all; changing roles of government and other stakeholders in TVE; and enhancing international cooperation in TVE. The recommendations call for the following: (1) ensuring that TVE be designed to provide skills for all and remain an accessible basic human right; (2) reforming TVE systems to achieve flexibility, innovation, and productivity; (3) forming a new partnership between education and the world of work and fostering development of generic competencies, the work ethic, technological and entrepreneurial skills, and imparting human values and standards for responsible citizenship; (4) designing TVE experiences as developmental life experiences with cultural and environmental aspects in addition to economic dimensions;

School Holding Power; Secondary Education; Significant Others; *Student Attrition; Teacher Student Relationship; *Tutoring; Vocational Education; Volunteers
IDENTIFIERS- *Australia

This report considers how educational providers can develop mentoring and mentor-like schemes for the benefit of student learning. Chapter 1 defines mentoring and looks at recent interest in mentoring; the need for holistic support services; and a link between mentoring and positive student outcomes. Chapter 2 presents findings from the literature on the mentor's role; uses of mentoring models in education; reducing attrition; mentoring and the social environment; benefits of mentoring; what learning is; and mentoring and its effect on learning. Chapter 3 contains 10 case examples where mentoring practice was used for practical benefit in structured learning environments in the corporate and education sectors: one-to-one mentoring; peer tutoring; staff-student mentoring; volunteer tutor scheme; peer tutoring in the workplace; mentoring in a faculty of agriculture; mentored learning in flexible delivery programs; the sub-dean as mentor; community mentors; and mentoring in the United States. Each case study consists of some or all of these components: organization; contact information; activity; outcomes; and additional examples. Chapter 4 discusses mentoring as a solution to educator concerns about traditional learning practice. It covers the following: learning communities; learning in the workplace; a model that proliferates mentors; bringing the mentor into the classroom; establishing a mentoring environment; online mentoring; and further research. Chapter 5 promotes mentoring as a design for a better learning environment that focuses on the social and individual contexts of learning. (Contains 42 references.) (YLB)

ED 433 427 CE 079 099

Misko, Josie
Transition Pathways: What Happens to Young People When They Leave School.
SPONS. AGENCY- Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.
PUB DATE- 99
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Persistence; College Bound Students; Dropout Characteristics; Dropouts; *Education Work Relationship; *Employment Patterns; Foreign Countries; High School Graduates; Out of School Youth; *Parent Background; Postsecondary Education; School Holding Power; Secondary Education; *Socioeconomic Background; *Student Attrition; *Student Educational Objectives; Success; Tables (Data); Unemployment; Withdrawal (Education)
IDENTIFIERS- *Australia

Australian young people take five major transition pathways when they reach the end of compulsory schooling: compulsory to postcompulsory school, school-to-university/higher-education, school-to-vocational education and training, apprenticeship/traineeship, and school-to-work. In 1997, 97.2 percent were retained to Year 10; in Year 11, 84.4 percent; and in Year 12, 71.8 percent. Students from private schools and managerial and professional family backgrounds had higher retention rates for Year 12. More than one-third of Year 12

Opportunities; *Educational Practices; Foreign Countries; *Literacy Education; Professional Development; Success; *Teacher Attitudes; *Writing (Composition); *Writing Instruction
IDENTIFIERS- *Canada (West); *Shared Writing

Shared writing is a technique for working with adult literacy learners that involves all members of the group, including the tutor, in regularly writing together, reading, and hearing each other's work, and occasionally preparing materials for publication to the outside community. In preparation for developing a professional development program for literacy practitioners based on shared writing, two researchers examined the state of the art of teaching of writing in adult literacy programs in western Canada. A total of 60 instructors, tutors, and coordinators from 50 adult and volunteer literacy programs that had been selected as reflecting the best practices in teaching writing at the adult level in western Canada participated in 20-minute telephone interviews. Some of the individuals participated in a Delphi computer conference to explore selected issues raised during the telephone interviews more thoroughly. With the exception of the amount of time to prepare and teach writing, practitioners were generally positive about the writing portion of their program. Most programs were based on one-to-one tutoring. Few professional development opportunities for literacy practitioners were available. Teachers recognized that writing can be a life skill. Similar interviews with adult literacy learners was planned. (Contains 22 references.) (MN)

ED 433 445 CE 079 125

Vernick, Stacie H.
Developing Career Programs in Corrections: Where To Begin?
PUB DATE- 99
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Career Development; Career Planning; *Correctional Education; *Correctional Rehabilitation; Counseling Techniques; Counseling Theories; *Educational Needs; Occupational Information; Outcomes of Education; Program Implementation

A need for more concerted attention to career development in corrections was shown by interviews with eight psychologists, educators, and administrators who have worked in career development in corrections; site visits at two state prisons, one federal prison, and the Department of Corrections; and a review of literature. A limited amount of research demonstrates that comprehensive programming focusing on career development issues can reduce recidivism rates. Although much of the research is old, the literature demonstrates the need for such programming in prison settings and provides practical programming considerations for persons interested in this area. A variety of counseling theories and interventions for working with the prison population are considered, and current programs targeting career issues are described. (The paper contains 27 references.) (KC)

ED 433 446 CE 079 126

How Adults Learn. A Conference Held at the Georgetown University Conference Center (Washington, DC, April 6-8, 1998).
PUB DATE- 98

strategies to enhance learning of 11th- and 12th-grade students in a middle-class community in central Illinois who exhibited signs of inadequate achievement related to technology use. To document the extent of students' lack of understanding technology, surveys regarding attitudes toward computer usage and a pretest to assess knowledge of drafting were administered during the first week of the school year. Analysis of probable cause data--site based and from a literature review--revealed that use of technology in drafting without proper computer literacy skills could lead to technological oversimplification. Professionals reported that students lacked the understanding of the role of technology in their learning and that they did not see the relevance of using technology for transfer to real life. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of five strategies to increase student achievement. The strategies required the students to create projects that were tied to the real world and whose creation incorporated several intelligences. Two other strategies had the students act as peer reviewers and infused computer-aided drafting (CAD) into the rest of the strategies. Post-intervention data indicated an increase in student knowledge and skills of drafting through technology use. (Appendixes include instruments and AutoCAD tutorial lessons.) (YLB)

ED 433 463 CE 079 150

Sporer, Hugh S.
Transfer of Classroom Skills to the Workplace.
PUB DATE- 99
NOTE- 37p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Apprenticeships; Career Education; *Education Work Relationship; Educational Research; Grade 11; Grade 12; High Schools; Integrated Curriculum; Technological Literacy; *Technology Education; *Transfer of Training; Use Studies; Vocational Education

A program was developed to improve the targeted high school students' understanding of the relationship of classroom lessons to workplace situations in their "Introduction to Technology" course. The 14 eleventh and twelfth grade students came from a community high school in a middle-class neighborhood. Results of student surveys, teacher surveys, and parent surveys made evident the problem of lack of transfer of learning. Analysis of probable cause data and research indicated that causes for the problem included outside stress, lack of motivation, and teacher's lack of emphasis. Research data also indicated a need for schools to change their curriculum from single subjects to integrated curriculum. In addition, data showed that apprenticeship implementation would be advantageous. A review of solution strategies suggested by researchers in the education field suggested that to improve the relationship between classroom lessons and the workplace, the following solutions should be implemented: curriculum change, apprenticeship programs, and teacher-lead class discussions. Strategies used in the program were guest speakers, career research projects, and classroom discussions. Assessment data (from pre- and post-intervention questionnaires, evaluation of discussions and presentations, and interviews with students) indicated that students generally viewed as a private, self-conscious experience in which individuals feel that a weakness or vulnerability has been exposed not only to others but also to themselves leaving them feeling deficient and humiliated. Shaming is considered to be the social process by which shame is induced intentionally or unintentionally in others. Although not all shame experiences are induced by others nor indeed are public, it is argued that social institutions such as schools play a role in perpetuating and condoning shaming rituals justified as encouraging self-conscious moral attributes in individuals. What remains unexplored are the unconscious dynamics of shaming experiences both at an individual and collective level and how these interrelate. This paper explores some preliminary case study data on teachers' experiences of shame and shaming in educational practice. Results indicate that there is some evidence that teachers may use shaming rituals systematically as pedagogical or regulatory mechanisms. Given the clinical evidence that shame and shame-induced experiences do not necessarily produce the intended adaptive outcomes and are more often associated with negative psychological symptoms, careful self-examination both at individual and system levels within education is needed. (Contains 54 references.) (GCP)

ED 433 484 CG 029 452

Federhar, David B.
Involvement as a Part-Time Faculty Member: Further Expansion of School Psychologists' Roles into the 21st Century.
PUB DATE- 99
NOTE- 9p.; Paper presented at the Annual Convention of the National Association of School Psychologists (31st, Las Vegas, NV, April 6-10, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Change; *Career Development; College Instruction; Elementary Secondary Education; *Employment Opportunities; Higher Education; Occupational Information; Part Time Employment; *Part Time Faculty; *Professional Development; Role Perception; *School Psychologists; Teaching (Occupation); Universities

This paper describes several expanded roles and models for school psychologists to consider when seeking employment. The skills that psychologists acquire in master's and doctoral programs range beyond the K-12 setting. Four roles in which these skills can be taken collectively or individually and used by part-time faculty include: teaching, student advising, mentoring, and supervising. A personal reflection on the experience and skills gained while seeking a part-time faculty position is offered. This paper describes the benefits of school psychologists becoming part-time college faculty, which include skills to advise students and parents about post-secondary options, professional development in knowledge and skills in content area, possible research topics, and economic benefits. (JDM)

ED 433 485 CG 029 460

Adamson, Lena
Like Circles on the Water: A Study of Adolescent Identity. Linkoping Studies in Education and Psychology, No. 62.
PUB DATE- 99
NOTE- 134p.

Education; Reading Improvement; *Reading Instruction; Reading Research; Reading Strategies; *Word Recognition
IDENTIFIERS- Phonemic Awareness

A balanced, systematic, instructional reading program was designed to increase word recognition in beginning readers. The targeted population consisted of first graders in an upper middle class community located in the Chicago suburbs. The lack of word recognition was documented through assessments revealing students' phonemic awareness, reading fluency, and print awareness. Analysis of probable cause data revealed that first grade students typically lack the skills and strategies necessary for word recognition and reading. The data also revealed that phonemic awareness, reading readiness, print awareness, and parental involvement are critical factors in beginning reading instruction. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of four major categories of intervention: assessment and review of phonemic awareness to insure reading readiness; a balanced, beginning reading instructional program; instructional focus on reading skills and strategies; and increased parental involvement. Post intervention data indicated an increase in students' phonemic and print awareness. The data also showed a substantial improvement in word recognition skills and an increase in the understanding and use of various reading strategies. Contains 33 references, 2 tables and 4 figures of data. Appendixes contain an early reading screening instrument and a test of phonological awareness. (Author/SR)

ED 433 504 CS 013 707

Parker, Susan M.; Quigley, Maura C.; Reilly, JoAnn B.
Improving Student Reading Comprehension through the Use of Literacy Circles.
PUB DATE- 99
NOTE- 101p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Childrens Literature; Elementary Education; *High Risk Students; *Instructional Effectiveness; *Multiple Intelligences; *Reading Attitudes; *Reading Comprehension; Reading Improvement; Reading Instruction; Student Attitudes
IDENTIFIERS- *Literature Circles

This report describes a program for advancing at-risk students' reading comprehension, which was adversely affecting their academic progress. The targeted population consisted of elementary students in a middle class community located near a large midwestern city. The problem with reading comprehension was documented through teaching referrals, Chapter One criteria, standardized testing, case study evaluations, and discussion with student readers. Analysis of probable cause data revealed that students reported a lack of skills related to learning key words well enough to be able to retrieve them automatically for use in decoding other words. Faculty reported a weakness in structural analysis skills. Reviews of curricula content and instructional strategies revealed an overemphasis on whole language, lacking the integration of structural analysis skills. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of intervention: the integration of multiple intelligences within literacy circles

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 8; Junior High Schools; *National Competency Tests; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results; *Writing Achievement; Writing Research
IDENTIFIERS- *Louisiana; National Assessment of Educational Progress; State Writing Assessments

In 1998 for the first time, the NAEP (National Assessment of Educational Progress) administered a writing assessment at the state level. This report describes the writing achievement of Louisiana eighth-grade students and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). In Louisiana, 2653 students from 112 public schools and 580 students from 27 nonpublic schools were assessed. The writing assessment questions asked for three major kinds of writing: some required narrative, some informative, and some persuasive writing. Each student who participated in the state assessment was given two questions and had 25 minutes to respond to each question. The questions asked students to write in a variety of forms, such as essays, letters, stories, as well as to a variety of audiences, such as teachers, other students, and school boards. The distribution of writing results and writing achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' educational level, free/reduced-price lunch program eligibility, and type of location). The average writing proficiency of eighth-grade public school students in Louisiana on the NAEP writing scale was 136 compared to 148 nationwide. (RS)

ED 433 521 CS 216 863

Jerry, Laura J.; Ballator, Nada
NAEP 1998 Writing State Report for Maine.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 42p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 216 850. For highlights of the full report, see CS 216 849. For the 40 separate reports for 36 states, the District of Columbia, Department of Defense Dependent Domestic Schools, Department of Defense Dependent Overseas Schools, and the Virgin Islands, see CS 216 851-890.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 8; Junior High Schools; *National Competency Tests; Public Schools; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results; *Writing Achievement; Writing Research
IDENTIFIERS- *Maine; National Assessment of Educational Progress; State Writing Assessments

In 1998 for the first time, the NAEP (National Assessment of Educational Progress) administered a writing assessment at the state level. This report describes the writing achievement of Maine eighth-grade students and compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments). In Maine, 2508 students from 98 public schools were assessed. The writing assessment questions asked for three

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 8; Junior High Schools; *National Competency Tests; Public Schools; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results; *Writing Achievement; Writing Research
IDENTIFIERS- National Assessment of Educational Progress; State Writing Assessments; *Tennessee

In 1998 for the first time, the NAEP (National Assessment of Educational Progress) administered a writing assessment at the state level. This report describes the writing achievement of Tennessee eighth-grade students and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). In Tennessee, 2275 students in 95 public schools were assessed. The writing assessment questions asked for three major kinds of writing: some required narrative, some informative, and some persuasive writing. Each student who participated in the state assessment was given two questions and had 25 minutes to respond to each question. The questions asked students to write in a variety of forms, such as essays, letters, stories, as well as to a variety of audiences, such as teachers, other students, and school boards. The distribution of writing results and writing achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' educational level, free/reduced-price lunch program eligibility, and type of location). The average writing proficiency of eighth-grade public school students in Tennessee on the NAEP writing scale was 148 compared to 148 nationwide. (RS)

ED 433 538 CS 216 880

Jerry, Laura J.; Ballator, Nada
NAEP 1998 Writing State Report for Texas.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 44p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 216 850. For highlights of the full report, see CS 216 849. For the 40 separate reports for 36 states, the District of Columbia, Department of Defense Dependent Domestic Schools, Department of Defense Dependent Overseas Schools, and the Virgin Islands, see CS 216 851-890.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 8; Junior High Schools; *National Competency Tests; Public Schools; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results; *Writing Achievement; Writing Research
IDENTIFIERS- National Assessment of Educational Progress; State Writing Assessments; *Texas

In 1998 for the first time, the NAEP (National Assessment of Educational Progress) administered a writing assessment at the state level. This report describes the writing achievement of Texas eighth-grade students and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments). In Texas, 2530 students from 100 public schools were assessed. The writing assessment questions asked for three major kinds of writing: some required narrative, some informative, and some

Managers at U.S. Television Stations" (Jennifer Greer and Keisha Williams). (RS)

ED 433 556 CS 510 137

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (82nd, New Orleans, Louisiana, August 3-8, 1999). Law.
PUB DATE- 99
NOTE- 279p.; For other sections of this proceedings, see CS 510 132-153.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Copyrights; *Court Litigation; Electronic Mail; Federal Regulation; Freedom of Speech; Higher Education; Internet; Journalism Education; *Legal Problems; Libel and Slander; Newspapers; Privacy; Speech Communication; Violence
IDENTIFIERS- Communications Decency Act 1996; First Amendment; *Privacy Protection Act 1980

The Law section of the Proceedings contains the following 10 papers: "The Driver's Privacy Protection Act of 1994: Does Congress Have the Constitutional Authority to Override State FOI Laws by Regulating Access to State Driver's Licenses?" (Joey Senat); "The Truth Hurts: Intentional Infliction of Emotional Distress as a Cause of Action Against the Media" (Karen M. Markin); "'Reno v. ACLU' and its Progeny: Implications for Communication Professionals" (Truda Shinker); "Actual Malice: How Badly Does a Journalist Have to Behave for a Politician to Win a Libel Suit?" (Ginny Carroll); "Crumbling Barriers to Newsroom Searches: The Erosion of the Privacy Protection Act of 1980" (Dan Shaver); "Ban Spam?: Exploring the Legal Issues and Constitutionality of Federal and State Statutes and Bills Regulating Junk Email" (Hwi-Man Chung); "News or Nuisance? Regulation of Home Delivery of Free Newspapers" (Andy Bechtel); "'Moral Rights' Versus Amoral Rights, 'Fair Dealing' Versus 'Fair Use': A Comparison of the Copyright Statutes of Canada and the United States" (Laura Hlavach); "Incitement: Hit Men, Hit Lists and Hit Movies" (Lorna Veraldi); and "Dangerous Liaison: Speech in a Climate of Violence" (Josie Tullos). (RS)

ED 433 557 CS 510 138

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (82nd, New Orleans, Louisiana, August 3-8, 1999). Communication Technology and Policy.
PUB DATE- 99
NOTE- 454p.; For other sections of this proceedings, see CS 510 132-153.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Community Development; Foreign Countries; Freedom of Speech; Higher Education; Information Processing; Intellectual Property; *Internet; Journalism Education; Models; Newspapers; *Policy Formation; Political Candidates; Pornography; Privacy; *Technological Advancement; Television
IDENTIFIERS- *Communications Decency Act 1996; Japan; Technology Utilization

The Communication Technology and Policy section of the Proceedings contains the following 15 papers: "The Virtual Sphere: The Internet as a Public Sphere" (Zizi Papacharissi);

inadequate communication can be classified into five categories. Poor health and substance abuse affect students' developmental learning. Economic factors such as working parents and lack of parental responsibility result in students coming to school with delayed communication skills. Emotional factors such as divorce and low self-esteem contribute to the decline in a student's academic progress. The increased use of television and limited life experiences allow for little social interaction. A stressful classroom environment where teachers use limited instructional strategies allows for minimal communication opportunities. A review of solution strategies suggested by professional literature combined with an analysis of the problem setting resulted in the selection of a two-pronged problem solving approach incorporating a low-stress, high-challenge, student-centered learning environment and instruction that incorporates higher level thinking skills and cooperative learning. Post intervention data indicated an increase in oral and written communication skills, including the higher level thinking skills of sequencing and predicting. Contains 19 references and 4 tables of data. Appendixes contain an observation checklist, an outline of case study procedures, student worksheets, directions for cooperative activities and class projects, and outlines for teachers. (Author/SR)

ED 433 575 CS 510 156

Graves, Jennifer; Loaiza, Karyn
Improving Student Active Listening Skills across the Curriculum.
PUB DATE- 99
NOTE- 201p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Instructional Effectiveness; Lesson Plans; *Listening; Listening Habits; *Listening Skills; Primary Education; *Whole Language Approach
IDENTIFIERS- *Active Listening

This research report demonstrates strategies aimed to improve active listening skills in students, which proposed to increase students' academic achievement. The targeted population being studied consisted of first and third grade students from growing low to middle income communities located in a major metropolitan area in central Illinois. Data gathered from surveys and observation checklists demonstrated a lack of active listening skills in students. An analysis of probable cause data revealed that students lacked active listening skills and techniques. Faculty concurred, with data indicating, the need for active listening instruction. Review of curriculum revealed a lack, or absence, of active listening objectives, lesson designs, and activities. Furthermore, review of the curriculum indicated the lack of concern for listening to be taught as a skill. A review of solution strategies suggested by those in the field of psychology and education, coupled by the data collected in the first and third grade classroom settings, resulted in the implementation of the designed curriculum including activities in which learned listening techniques were utilized. Post intervention data indicated an increase in students' understanding and use of active listening skills. In addition, the possibility of the existence of types of listeners arose. This possibility was supported by comments, attitudes, and preferences of students during the intervention process. Contains 16 references, 28 figures and 4 tables of data. Appendixes contain surveys and survey results for leaders, and representatives from community organizations. The review team also held public forums, conducted focus-group sessions and personal interviews, surveyed district personnel, and consulted two databases of comparative educational information. Following an introduction, the results of the research are presented in four chapters organized under the following headings: district organization and management, educational service delivery and performance measures, financial management, and operations. The results show that the Hamilton Independent School District (HISD) is a well-run district that manages the district's resources in an admirable manner. The review team found numerous "best practices," and each chapter highlights model programs, operations, and services provided by HISD administrators, teachers, and staff. Some of the district's successes include students who score above regional and state averages on standardized tests, a teacher turnover rate that is the lowest among its peer districts, an impressive use of shared facilities, and excellent relationships with the local community. Findings focus on district organization, facility construction, campus management, planning, site-based decision-making, and educational service delivery, among others. Two appendices feature community comments and survey results. (RJM)

ED 433 595 EA 030 004

Lange, Cheryl M.; Liu, Kristin Kline
Homeschooling: Parents' Reasons for Transfer and the Implications for Educational Policy. Research Report No. 29.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Home Schooling; Nontraditional Education; Parent School Relationship; Parents as Teachers; *School Choice; *State Surveys
IDENTIFIERS- *Minnesota

This report analyzes the reasons why parents in Minnesota choose to homeschool their children. The survey, on which the report is based, is part of a larger study examining each of the types of school-choice options available in Minnesota. Three research questions guided the survey: What are the demographic characteristics of families who choose to homeschool their children? What are the reasons parents homeschool their children? and To what extent is special education or the child's special needs a factor in the homeschooling decision? Participants in the study were homeschooling parents who had at least one kindergarten through 12th-grade child homeschooled in 1997. The results of the survey fell into five major categories: educational philosophy, special needs of the child, school climate, family lifestyle and parenting philosophy, and religion and ethics. Several subcategories within each main topic area were reviewed to understand the parents' reasons. Parents were asked if special education or special needs were factors in their decision to homeschool their child. Results show that special education or the child's special needs was a factor for many parents who homeschooled, which suggests policy implications for both homeschooling parents and special education. Considerable variety in the reasons reported for homeschooling was evident. (Contains 17 references.) (RJM) the image of the schools, and to promote support for education in the community. The book is intended for K-12 educators, for staff members from nonprofit organizations, professors who teach community relations, and others. The main theme of the book is routine communications--the proactive efforts that address the information needs of school employees and the community and that seek long-term support for education. The book's 10 chapters discuss the need for establishing lines of communication before problems arise, designing plans to communicate, shaping messages for audiences, creating a positive school climate, linking communication to community relations, enhancing media liaisons, coordinating school and central office responsibilities, enhancing communications from the central office perspective, evaluating a communications program, and improving communications in general. Eleven appendices provide a sample school-communications plan, tips on writing a news release, how to produce a school-information video, and other advice. (Includes an index.) (RJM)

ED 433 615 EA 030 033

Campbell, David P.
The Complete Inklings: Columns on Leadership and Creativity.
PUB DATE- 99
NOTE- 265p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Effectiveness; Creativity; Educational Administration; Leaders Guides; *Leadership; Leadership Qualities; *Professional Development

These 61 essays are a compilation of bimonthly articles published over a 17-year period. They address various aspects of leadership, such as risk-taking, executive motivation, decision-making, and corporate taboos. They also cover numerous other issues, including general concerns such as father-son relationships, the perils of travel, intelligence testing, civic art, technology, health, cultural understanding, type-A personalities, humor, new management fads, leadership tips from presidents, public relations, affirmative action, time management, psychological training programs, memo writing, the leader as extravert, ethical behavior, men and their toys, seven ways to make a living, enthusiasm, art, weirdo test items, simulated foxholes on a New Jersey beach, the habits of the wealthy, colorless leaders, nature's way, memories of war, an inside look at the Olympics, the rhythms of foreign cultures, a midcareer leadership curriculum for high-potential leaders, notes from a road warrior, and Wall Street rules. The essays frequently employ humor to make their points and are largely derived from the author's personal experiences. (RJM)

ED 433 616 EA 030 034

Lange, Cheryl; Lehr, Camilla; Seppanen, Patricia; Sinclair, Mary
Minnesota Charter Schools Evaluation: Final Report.
PUB DATE- 98
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Charter Schools; *Educational Assessment; Elementary Secondary Education; Profiles; State Surveys;

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Disorders; Change Strategies; Demonstration Programs; Educational Change; Elementary Secondary Education; *Emotional Disturbances; Intervention; Models; Outcomes of Education; Program Effectiveness; *School Restructuring; Social Services; Special Education

This paper presents preliminary findings of a study evaluating effects of social service reform, school restructuring, and special education reform for children and adolescents with emotional and behavioral disabilities. Specifically, the study is attempting to identify successful school-based models, explicate the interventions used, and demonstrate that community-based, family-focused, and child-centered efforts at the state, local, and school levels contribute to improved outcomes for this population. Identification of successful school-based models was achieved through a national call for nominations, responses to two surveys, and site visits that resulted in a total sample of 10 schools in six states. A total of 116 students (mean age 11.6 years) were identified as having an emotional or behavioral disability. The schools' restructuring efforts are being analyzed in terms of governance, curriculum and instruction reform, accountability, parent involvement, inclusion, and pro-social discipline. Preliminary results for the first 12-month period for 19 students in four schools indicated these students initially demonstrated substantial emotional and behavioral disabilities. After 12 months, no changes in the level of emotional functioning were found. However, significant improvement in standardized reading scores and some improvement in math scores were realized. (Contains 13 references.) (DB)

ED 433 634 EC 307 379

Epstein, Michael H.; Holderness, Deborah; Cullinan, Douglas
Identifying Children with Emotional Disturbance Who Qualify for Special Education Services.
PUB DATE- 98
NOTE- 5p.; In: Chapter 3, "School Based Approaches," of Proceedings of the Annual Research Conference, A System of Care for Children's Mental Health: Expanding the Research Base (11th, Tampa, FL, March 8-11, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disability Identification; Educational Legislation; Elementary Secondary Education; *Eligibility; *Emotional Disturbances; Factor Analysis; Federal Legislation; Prereferral Intervention; *Psychometrics; Screening Tests; *Special Education; Standardized Tests; Test Validity
IDENTIFIERS- Amendments; Individuals with Disabilities Educ Act Amend 1997

The Scale for Assessing Emotional Disturbances (SAED) is a standardized, norm-referenced scale used to identify children who qualify for the federal special education category of "emotional disturbance". It uses the five conditions on which identification of emotional disturbance is based under the Individuals with Disabilities Education Act as amended in 1997. This study presents data from norming, factor analysis, and construct validity studies. The measure's subscales examine: (1) inability to learn; (2) relationship problems; (3) inappropriate behavior; (4) unhappiness or depression; (5) physical symptoms or fears; (6) social maladjustment; and (7)

Disabled); *Career Development; *Disabilities; *Education Work Relationship; High Schools; *Individualized Education Programs; Models; *Parent Participation; Postsecondary Education; Resource Materials; School Community Programs; Teamwork; Transitional Programs; Vocational Rehabilitation
IDENTIFIERS- Individualized Transition Plans; Individuals with Disabilities Education Act; *Wisconsin

Designed for parents of students, this booklet provides information and strategies for helping students with disabilities make a smooth transition to postsecondary education and training. The first part of the booklet addresses: building blocks for transition, transition services mandated by the Individuals with Disabilities Education Act, transitional planning in the Individualized Education Program (IEP), assistive technology requirements, the transition IEP team's role, and evaluating the IEP. A transition goal finder is provided to assist in determining the amount of support needed for adult community activities, employment, finances, social life, health care, housing, personal care, recreation, and transportation. A career development and transition model is also included that depicts the interaction of transition roles and responsibilities among the parents, students, schools, and community agencies. The second part of the booklet addresses planning together with community agencies, programs, and schools. The types of services and eligibility requirements for different agencies are described. An appendix includes a list of assistive technology resources, Internet sites, transition planning domains and related goals, Wisconsin Career Centers, colleges, universities, and technical colleges contacts in Wisconsin, public and private agencies, community programs, vocational rehabilitation local offices, Social Security Administration offices, and sample parent/student transition informational brochures. (CR)

ED 433 653 EC 307 398

Hutinger, Patricia L.; Betz, Amy; Bosworth, Jennifer; Potter, Judy; Schneider, Carol
ArtExpress: A Curriculum for Young Children with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 97
NOTE- 224p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; *Art Education; Art Expression; *Curriculum Development; *Disabilities; Dramatic Play; Early Childhood Education; Family Involvement; Integrated Curriculum; Learning Activities; Movement Education; Music Education; Resource Materials; Student Evaluation; Teaching Methods; Visual Arts

This curriculum guide offers principles, guidelines, and suggested activities for teaching art to young children with a wide variety of disabilities. An introductory chapter notes the benefits of the arts, adaptations for various disabilities, the curriculum's rationale, and integration of the arts across learning domains. Chapter 2 examines how children learn through play and art, and applies a cycle of learning to the visual arts, music and movement, and dramatic play. Chapter 3 considers the adult role in art education. Chapter 4 gives specific suggestions for structuring the art environment, including time, space, materials, and activities. Chapters 5 description at the beginning of each activity explains links between software and children's learning. Three types of software, organized according to levels of interactivity, are used in the curriculum: interactive commercial software, commercially available graphics and story-making software, and HyperStudio, an authoring program used to develop software. Following an overview of the curriculum, chapters focus on: (1) designing the environment; (2) selecting software; (3) curriculum activities; (4) curriculum activities with tool and graphic software; (5) curriculum activities with HyperStudio; (6) customized activities and adaptations; (7) family involvement; and (8) assessment of literacy skills. Suggested resources, software, and children's books are listed. Appendices include research recommendations, teaching hints, materials to involve families, and assessment materials. (Contains 66 references) (DB)

ED 433 671 EC 307 417

Brown-Chidsey, Rachel; Boscardin, Mary Lynn
Computers as Accessibility Tools for Students with and without Learning Disabilities.
PUB DATE- 99
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accessibility (for Disabled); Computer Literacy; *Computer Uses in Education; Early Intervention; Elementary Secondary Education; Interviews; *Learning Disabilities; *Student Attitudes; *Student Experience

This study investigated the attitudes and opinions of three students with and three students without learning disabilities regarding the use of computers for school-related work. The students (in grades 5 through 12) were selected from three school sites and interviewed in-depth. Analysis of interviews with open-coding procedures identified five general themes: applications of computers, instructional uses of computers, attitudes about computers, personal experience with computers, and resource needs. Comparison of students with and without learning disabilities showed that although most students were generally positive about computers, students with learning disabilities had qualitatively different experiences with computers and less positive attitudes about computers than those without learning disabilities. These students also expressed greater frustration about learning to use a computer and were more equivocal about the role of computers in educational programs. The most salient finding was the connection between participant attitudes and prior computer-related experiences. Results suggest the need to integrate instruction about technology into early intervention programs for students with learning disabilities. (Contains 35 references.) (DB)

ED 433 672 EC 307 418

Hammill, Donald D.; Bryant, Brian R.
LDDI Kit : Learning Disabilities Diagnostic Inventory. A Method To Help Identify Intrinsic Processing Disorders in Children and Adolescents. Examiner's Manual and Rating/Summary Booklet.
PUB DATE- 98
NOTE- 100p.; Includes an Examiners Manual and Rating/Summary Booklet.
LANGUAGE- English

school and classroom size, and the need for the school setting to be appropriate for the types of learning activities taking place. Concluding comments highlight the link between literacy, play, and the physical environment. A student user rating scale to evaluate classrooms is included. (GR)

ED 433 693 FL 025 064

Kontra, Miklos
On the Right To Use the Language of One's Choice in Slovakia.
PUB DATE- 97
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Civil Liberties; Federal Legislation; Foreign Countries; *Language Minorities; *Language Role; Language Usage; Minority Groups; *Official Languages; *Personal Autonomy; *Public Policy; Social Discrimination; Uncommonly Taught Languages
IDENTIFIERS- Linguistic Society of America; *Slovak; *Slovakia

The text of a November 1995 Slovak Republic law concerning language use in that country is translated and analyzed from the perspective of a recent Linguistic Society of America (LSA) statement on language rights stating that speakers be allowed to express themselves, publicly or privately, in the language of their choice. The law provides that the official language be the Slovak language, but does not legislate use of the languages of national minorities. However, it imposes relatively severe fines for non-use of the official language. The law is criticized for assuming that compulsion, not attraction, is the best way of spreading official language use. It also specifically limits minority language use in certain public contexts. The law is found to be discriminatory and in contradiction with stated LSA principles of language rights. (MSE)

ED 433 694 FL 025 178

Kubota, Mikio
Instructional Effects of Positive and Negative Evidence on Prepositional/Phrasal Verbs.
PUB DATE- 97
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; Classroom Techniques; College Students; Comparative Analysis; *English (Second Language); Foreign Countries; *Grammar; Higher Education; Instructional Effectiveness; Language Research; *Retention (Psychology); Second Language Instruction; Second Language Learning; *Verbs
IDENTIFIERS- Japan

An experiment in Japan investigated the kind of input that is effective in enabling college-level students of English as a Second Language to formulate grammar, specifically prepositional and phrasal verbs. A grammaticality judgment test and a translation test were given to 131 Japanese university students, who were divided into three treatment groups and one control group. The treatment groups were taught these verbs with different approaches: (1) providing positive evidence

Here Can Non Soche Be Hadde in This Conttre': Auxiliaries on the Eve of Modern English" (Mills); "Small Clauses and Indirect Discourse in Latin Prose" (Rytting); "Assumptions, Hypotheses, and Theories in 'Applied' vs. 'Theoretical' Linguistics" (Coleman); "The Influence of French on Quebec English: Motivation for Lexical Borrowing and Integration of Loanwords" (Grant-Russell); and "Applying Linguistics: An Analysis of Grammatical Explanations Given by TESL Undergraduates" (Morris). (MSE)

ED 433 712 FL 025 962

Cornwell, Steve; McKay, Tonia
Measuring Writing Apprehension in Japan.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Meeting of the Japan Association of Language Teachers (25th, Japan, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *English (Second Language); Foreign Countries; High Schools; Higher Education; *Language Proficiency; Measurement Techniques; Questionnaires; Scores; Second Language Learning; Standardized Tests; Test Use; Two Year Colleges; *Writing Apprehension
IDENTIFIERS- *Japan; *Writing Apprehension Test (Daly and Miller)

A study investigated the utility of a measure for assessing the writing apprehension of Japanese students of English as a second language. The Daly-Miller questionnaire, designed to measure writing apprehension, was translated into Japanese and administered to 687 first- and second-year students of English at a Japanese junior college. Results indicated four factors affecting the questionnaire's construct validity: negative perceptions about writing ability; enjoyment of writing; fear of evaluation; and showing one's writing to others. It also found significant correlations between writing apprehension and scores on the Test of English as a Foreign Language (TOEFL), and between writing apprehension and high school writing experience. Future research using the questionnaire is discussed. The questionnaire's English version is appended. (Contains 18 references.) (MSE)

ED 433 713 FL 025 963

Cornwell, Steve; Kakutani, Tomoko
The Preliminary Development of a Vocabulary List for Osaka Jogakuin Junior College's First Year English Program.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Course Content; *English (Second Language); Foreign Countries; Introductory Courses; Material Development; *Second Language Instruction; Two Year Colleges; *Vocabulary Development; *Word Frequency; *Word Lists

A project to develop word lists for first-year English as a second language instruction at Osaka Jogakuin Junior College (Japan) is described. The lists were drawn from high-frequency vocabulary lists, with word selection based on course unit themes and rhetorical patterns. These include: introduction/people and places; women's issues;

universities and four-year colleges. Introductory information includes definitions of terms used in the survey, Carnegie classification definitions, and a description of the survey methodology. Highlights of the data are then identified for the following areas: (1) fall 1998 enrollment and graduations; two-year comparisons in enrollment and graduations; (3) five-year trends in enrollment and graduations; (4) nurse practitioner enrollment and graduations; (5) master's programs; (6) master's enrollment and graduations by major area of study; (7) two-year comparisons of master's enrollment and graduations by major area of study; (8) master's nurse practitioner enrollment and graduations by specialty area; (9) post-base registered nurse (certificate) enrollment and completions by specialty area; (10) post-master's nurse practitioner enrollment and completions; (11) employment status of graduates; and (12) fall 1998 applicants not accommodated by generic (entry-level) baccalaureate and master's nurse practitioner programs. Appended are a list of schools with baccalaureate and graduate programs who provided data for the report and a list of entities other than schools of nursing that provided data on nurse practitioners for the report. (DB)

ED 433 733 HE 032 265

Berlin, Linda E.; Bednash, Geraldine D.; Hosier, Katherine L.
Salaries of Deans in Baccalaureate and Graduate Programs in Nursing, 1998-1999.
PUB DATE- 99
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Characteristics; Administrators; College Administration; *Deans; Graduate Study; Higher Education; National Surveys; *Nursing Education; *Salaries; Tables (Data); Undergraduate Study
IDENTIFIERS- American Association of Colleges of Nursing

This document presents data on salaries of deans in U.S. undergraduate and graduate nursing programs in 17 tables. Data are based on a 1998 survey of 541 public and private universities and four-year colleges. Introductory information includes definitions of terms used in the survey, Carnegie classification definitions, a description of the survey methodology, and a summary of characteristics of participating institutions. The report presents salary percentiles on a calendar year basis by numerous respondent characteristics including title, highest earned degree, academic rank, tenure status, and years in current deanship. Highlights of the data identified include: (1) the mean calendar year salaries for 1998-1999 were $89,903 for deans (N=415) of schools belonging to the American Association of Colleges of Nursing, $63,263 for non-member deans (n=62), a 5.3 increase for member deans and a 4.1 percent increase for nonmember deans above the 1997-1998 mean salaries; and (2) the mean and median number of years in the current deanship was 7.0 and 6.0 years, respectively, with 367 deans (73.5 percent) in their first deanship and 132 (26.5 percent) reporting previous deanships. A list of institutions that provided deans' salary data are appended. (DB)

ED 433 734 HE 032 266

Berlin, Linda E.; Bednash, Geraldine D.; Hosier, Katherine L.
Salaries of Instructional and Administrative Nursing Faculty in

IDENTIFIERS- *AIR Forum; *State University of New York Stony Brook

This paper argues that a typical use of regression models to target student recruitment efforts is theoretically unsound and may therefore be operationally inefficient. It presents results from a study using a predictive model to identify the prospective students on whom recruitment efforts have the greatest impact. The model uses four kinds of variables: demographic, academic, geographic, and behavioral. Application of the model at the State University of New York (Stony Brook) found that predictive variables significantly and positively related to student enrollment at the 1 percent level were: high-yield high school average, high-yield Scholastic Assessment Test scores, high-yield zip code, and open house attendance. Significant predictive variables related negatively to student enrollment included White or Hispanic ethnicity, U.S. citizenship, regular admission status, early application, and on-campus housing request. The model was used to demonstrate the efficacy of an experimental program of increased contact with admitted students and their parents. Findings indicated that a modest increase in recruitment activity increased the enrollment of students with relatively low enrollment probabilities but did not improve the recruitment of students identified by the regression model as more likely to enroll. Results suggest that the typical use of predictive modeling to identify "hot prospects" may be inefficient and ineffective. (DB)

ED 433 754 HE 032 304

Brown, J. David; VanWagoner, Randall J.
Organizational Climate: The Overlooked Dimension of Institutional Effectiveness. AIR 1999 Annual Forum Paper.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Administration; College Faculty; Community Colleges; Evaluation Methods; *Faculty College Relationship; Focus Groups; *Organizational Climate; *Organizational Effectiveness; School Surveys; Teacher Attitudes; Two Year Colleges
IDENTIFIERS- *AIR Forum

This paper reports on an ongoing organizational climate assessment used as one of 10 indicators of institutional effectiveness at a midsize suburban community college. Organizational climate is thought to allow more precise specifications than the overall organizational culture and facilitates, a more comprehensive comparison of change in both climate and effectiveness. The study employed both quantitative and qualitative research methods with data sources including an "Institutional Climate Survey" distributed to all full-time employees (N=215) and four focus group discussions. Survey results are interpreted for: respondents' views of the planning process at both the general college and department/work unit levels, training and professional development, job satisfaction, and institutional integrity (or "person-to-organization" relationships). Analysis of focus group discussions identified faculty dissatisfaction with the administration as the most emotionally charged issue. The focus familiarity with web-based products; second, students in classes in which NewsLink was incorporated were surveyed; third, faculty who used NewsLink in their courses were interviewed; and fourth, specific questions were designed and incorporated into the 1998 graduating senior survey. Overall, students who used NewsLink (and Lexis-Nexis) were generally satisfied with these online services, their ease of access, and ability to find pertinent articles. However, only 46 percent of students reported using Lexis-Nexis more than once during the semester and only 37.4 percent reported using NewsLink that often. The students appeared to rely primarily (79.3 percent) on television and secondarily (63 percent) on newspapers for their news information. Additional findings indicated that faculty were concerned about the organization and categorization of subject matter within NewsLink and generally preferred Lexis-Nexis. (DB)

ED 433 774   HE 032 324

Delaney, Anne Marie
A Collaborative Approach to Designing Graduate Admission Studies: A Model for Influencing Program Planning and Policy. AIR 1999 Annual Forum Paper.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; Career Choice; *College Choice; *Decision Making; *Enrollment Influences; Graduate Study; Higher Education; Institutional Research; Masters Programs; Predictor Variables; *Student Attitudes; Student Recruitment
IDENTIFIERS- *AIR Forum

This paper presents the rationale, research design, analytical approaches, and results of a graduate admission study which examined the motivation and enrollment decision processes of students accepted to a newly redesigned Master of Business Administration (MBA) Program. The study was developed collaboratively by the institution's Office of Institutional Research, the Graduate School Dean, and the Admissions Director. A mail survey drew a response from 228 (of 334) students accepted into the program. Analysis identified three factors as the strongest influence on students' degree choice: career advancement, personal fulfillment, and career change. Statistically significant differences were found between students enrolling in the program and those not enrolling on the importance of three graduate school characteristics: program structure, school size, and opportunities for friendship. Discriminant analysis identified student ratings on program characteristics as the strongest predictor of enrollment. Nine recommendations for encouraging program enrollment by accepted students are offered including: (1) encourage prospective students to visit the campus; (2) focus financial aid decisions on increasing the quality of students; (3) document and promote the value of the school's degree for post-graduate employment; and (4) emphasize the value of the school's international student body and study programs for successful employment in the international economy. (Contains 14 references.) (DB) to serve the analytic needs of budgeting, performance measurement, and trend analysis. Some underlying assumptions informed the development of the peer groups: because several critical political issues required inter-institutional unity, peer groups had to be developed and implemented with the participation and support of all seven university presidents. In addition, the peer groups had to be understood and accepted by board members, legislators, and the Governor's office. The process ultimately resulted in a set of peer groups which, by combining use of detailed statistical information with sensitivity to the political dynamics and judgments of campus presidents and staff, found acceptance in both political and analytical environments. Ten conditions contributing to success are identified including a market-oriented political economy, universal dissatisfaction with the university system's current competitive position, and specific funding-related applications requiring peer data. Plans for peer data collection are summarized. (Contains 13 references.) (DB)

ED 433 793 HE 032 343

Brown, Heather E.; Burkhardt, Rachel L.
Predicting Student Success: The Relative Impact of Ethnicity, Income, and Parental Education. AIR 1999 Annual Forum Paper.
PUB DATE- 99
NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Age Differences; College Freshmen; Community Colleges; Educational Attainment; Educational Background; *Educational Status Comparison; Enrollment; *Family Characteristics; Grade Point Average; Low Income Groups; Minority Groups; Predictor Variables; Sex Differences; Student Characteristics; Student Employment; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *AIR Forum; *First Generation Students

This study examined whether first-generation community college students (those whose parents did not attend college) differed from others on background, enrollment, and outcome variables and whether first-generation status alone added a unique contribution to predicting academic success. Subjects were 653 first-year students at a large, urban two-year California college, 44 percent of whom were identified as first-generation. Data came from two sources: the annual student survey and the student records database. As expected, first-generation students were more likely to be older and Hispanic, and to report both lower incomes and lower high school grade point averages (GPA) than other students. Contrary to past research, this study found no significant differences in gender, hours of employment, enrollment status (full- or part-time), withdrawal from all classes, first-term GPA, or persistence between first-generation and other students. Although first-generation students were more likely to enroll in basic skills courses and less likely to enroll in transfer-level courses, further analysis indicated that income, high school GPA, and age, not first-generation status, were the unique predictors of these enrollments. The most surprising finding was the negligible relationship between first-generation status and first-term GPA. Results suggest that first-generation status has an indirect rather than a direct

Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Chania, Greece, May 17-21, 1999). Volume 19.

PUB DATE- 99
NOTE- 292p.; Published only via the IATUL Web site. Thirty-one of the thirty-six individual conference papers have been analyzed, see IR 057 444-474.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Libraries; *Communication (Thought Transfer); Conferences; Foreign Countries; Futures (of Society); Higher Education; *Information Technology; *Library Role; *Library Services; User Needs (Information)

This proceedings of the IATUL 1999 conference of the contains the following papers: "From Industry to Higher Education and Libraries: Building the Fast Response Library" (A. S. Apostolou & C. H. Skiadas); "Managing the Learning Agenda in a Converged Service Environment" (Richard Biddiscombe); "Management of Electronic Information" (Michael Breaks); "Challenging Technolust: The Educational Responsibility of Librarians" (Alan Bundy); "Sharing Metadata: Enabling Online Information Provision" (Jenny Darzentas); "Breaking through with Thin-Client Technologies: A Cost Effective Approach for Academic Libraries" (Sohair W. Elbaz & Christofer Stewart); "The Future of the Academic Library and the Academic Librarian--A Delphi Study" (Blazej Feret & Marzena Marcinek); "Information Literacy Courses in Engineering and Science--The Design and Implementation of the DEDICATE Courses" (Nancy Fjallbrant & Philippa Levy); "New Reference: Diversifying Service Delivery" (Imogen Garner); "A Key to the New Library" (Egbert Gerryts & Heila Pienaar); "The Innovation in Everyday Life of Libraries" (Anthi Katsirikou); "The Library of the University of South Africa's Marketing: Voyage of Discovery through Conventional Marketing Channels and the Internet" (Kathy Kunneke); "Beyond Re-Engineering: Developing Sustainable Success" (Annette McNicol); "Library Digitisation Project Management" (Michael Middleton); "Adaptable Network Cooperate Catalog for Complex Information Objects. From Single Library to a Consortium: Sharing the Management and Distribution of Information Resources" (Azriel Morag); "Is the Customer Always Right? End-User Services in a Networked Age" (Terry Morrow); "Information Literacy Courses at Graduate and Postgraduate Level: Some Experiments and Some Experience" (Paul Nieuwenhuysen); "Improving Opportunities for Research" (Irma Pasanen-Tuomainen); "Ahead of the Game: Developing Academic Library Staff for the 21st Century" (Alasdair Paterson); "User Studies, Library Response: Providing Improved Instructional Services" (Lynne M. Rudasill); "The Changing Role of the Library: Missions and Ethics" (David Russon); "Leading Life-Long Learning: The Library's Role" (Janine Schmidt & Gulcin Cribb); "The Role of Libraries in a Changing Academic Environment" (C. H. Skiadas); "Facing Future Users--The Challenge of Transforming a Traditional Online Database into a Web Service" (Eva Tolonen); "Greek Engineers and Libraries in the Coming Years: A (Human) Communication Model" (Katerina Toraki); "User-Focused Strategic Services for Technological University Libraries" (Charles T. Townley); "The Future of Academic Libraries and Changing User Needs: General Concepts and Concrete Developments" (Maarten Van Bentum & Johanneke Braaksma); "Educational Needs of Finnish Polytechnic Librarians" (Marjariitta Viiri); "Innovation and Change in Professional Practice: Meaning To Change and Changing the Meaning" (Vicki Williamson); "Marketing Strategies: Lessons for

This paper focuses on the changes taking place in the behavior of those engaged in research and teaching as a result of the increasing availability of source material on the Internet. It first discusses who customers are and what they are using information sources for. It then looks at the range of new services that are on offer, and reviews a number of pieces of research which provide evidence for the way users are adapting to the Internet as an information resource. The report discusses "ingentaJournals," a database with over 1000 journal titles mounted and available to subscribers. The paper concludes that there is an increasing need for ongoing research into how user behavior is changing as new services and new opportunities for changed methods of research and working evolve. (Contains 30 references.) (AEF)

ED 433 831 IR 057 461

Nieuwenhuysen, Paul
Information Literacy Courses at Graduate and Postgraduate Level: Some Experiments and Some Experience.
PUB DATE- 99
NOTE- 7p.; In: The Future of Libraries in Human Communication: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Chania, Greece, May 17-21, 1999) Volume 19; see IR 057 443. Figure may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Content; Foreign Countries; Graduate Study; Higher Education; *Information Literacy; Information Retrieval; *Information Science; Information Technology; Instructional Design; Instructional Materials; World Wide Web
IDENTIFIERS- *University of Antwerp (Belgium)

This paper describes components of graduate and post-graduate level courses in information literacy, technology, and retrieval at the "Vrije Universiteit Brussel" and the "Universitaire Instelling Antwerpen," which is part of the University of Antwerp in Belgium. These include: (1) a brief overview of the contents of each course, which is made available through the World Wide Web in the official framework organized by the University; (2) a document for each course, with an overview of the contents, aims and evaluation procedure; (3) a series of slide presentations about the subjects covered by the courses; (4) questions, tasks, problems, practical exercises for the students; (5) descriptions of small assignments to be carried out by the students during the study year between the course sessions; (6) an extensive bibliography about the subjects covered in the courses; (7) case studies to be carried out by each student as part of the evaluation procedure; and (8) communication with students using electronic mail. Also identified are the computer programs applied in this work, and future directions. (AEF)

ED 433 832 IR 057 462

Pasanen-Tuomainen, Irma
Improving Opportunities for Research.
PUB DATE- 99
NOTE- 6p.; In: The Future of Libraries in Human Communication: Abstracts and Fulltext Documents of Papers and Demos Given at

and policy issues/strategies affecting public libraries in the national networked environment; (9) International Information Activities, including the Sister Libraries Millennium Project, IFLA (International Federation of Library Associations and Institutions), a survey of international library and information science policy activities, and ICSECA (International Contributions for Scientific, Educational, and Cultural Activities); (10) Library Statistics, including NCLIS/NCES (National Center for Education Statistics) library statistics program and the 1998 Survey of Public Library Outlet Internet Connectivity; (11) Library and Information Services for Special Populations, including older Americans, individuals with disabilities, and children and youth; (12) Commissioners and Staff; (13) Members of the Commission; (14) Commission Committees; and (15) Former Commissioners. Appendices include: Public Law 91-345 as Amended; a list of publications, speeches, and presentations; and the NCLIS financial statement. (MES)

ED 433 851 IR 057 482

Report on the Assessment of Electronic Government Information Products.

SPONS. AGENCY- National Commission on Libraries and Information Science, Washington, DC.; United States Government Printing Office, Washington, DC.

PUB DATE- 99

NOTE- 187p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Access to Information; Cost Effectiveness; Depository Libraries; *Electronic Publishing; Evaluation; Federal Government; *Federal Programs; *Government Publications; *Information Dissemination; *Information Storage; Information Technology; Interviews; Media Selection; Public Agencies; Qualitative Research; Questionnaires; Standards; World Wide Web

IDENTIFIERS- *Electronic Media; Electronic Resources; Experts; Site Visits; Web Sites

The goals of this assessment of electronic government information products were to: identify medium and format standards that are the most appropriate for permanent public access; assess the cost-effectiveness and usefulness of various alternative medium/format standards; and identify public and private medium/format standards that could be used for products throughout their entire information life cycle. The study utilized both quantitative and qualitative data collection activities: a survey of a cross-section of 314 government information products from 24 agencies, site visits to three federal depository libraries, meetings with four federal agencies, and interviews with six experts. Findings were analyzed in the following areas: (1) preferred mediums and format standards; (2) evaluating World Wide Web sites; (3) cost-effectiveness of formats and mediums; (4) depository library needs; and (5) public access, including permanent public access to and permanent retention of electronic government information, perspectives on permanent public access and information life cycle management from information resources management experts, and current initiatives on permanent public access and permanent retention. Appendices include lists of participating agencies, products surveyed, and experts, as well as the product assessment questionnaire and site visits data, an agency meeting agenda, and expert interview questions.

and (5) reorienting the TVE curriculum to take account of new subjects and issues of importance. (MN)

ED 433 410 CE 079 067

Foley, Griff
Learning in Social Action: A Contribution to Understanding Informal Education. Global Perspectives on Adult Education and Training.
PUB DATE- 99
NOTE- 163p.; Published by Zed Books Ltd. in association with the Institute for International Cooperation of the German Adult Education Association.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Activism; Adult Education; *Adult Learning; Community Action; *Community Education; Educational Theories; Experiential Learning; Feminism; Foreign Countries; *Informal Education; Nonformal Education; *Social Action
IDENTIFIERS- Australia; Brazil; United States; Zimbabwe

This book argues the importance of the incidental learning that can occur when people become involved in voluntary organizations, social struggles, and political activity. Chapter 1 introduces the case studies of informal learning in social struggle used to develop the argument and outlines the theoretical framework within which the case studies are located. Chapter 2 argues that unlearning dominant discourses and learning resistant discourses are central to emancipatory learning, and applies theoretical insights on ideology and discourse to three case studies of women's learning in community and workplace struggles in the United States. Chapter 3 examines a successful campaign to preserve a rainforest in eastern Australia and the learning that occurred. Chapter 4 looks at the dynamics of community-based adult learning by examining informal learning in two neighborhood centers in an Australian city. Chapter 5 examines education and learning in the current process of global economic restructuring, and how and what workers learn as they negotiate workplace change. Chapter 6 examines the learning dimension of women's movements in Brazil from 1964-89. Chapter 7 examines whether political education and learning in the Zimbabwe national struggle promoted democracy and socialism, or whether the country was too weak. Chapter 8 discusses application of the analysis developed, reviews and relates the theoretical framework to a broader body of adult education theory, and suggests further research on the relationship of emancipatory struggle and learning. The book contains 257 references and an index. (YLB)

ED 433 411 CE 079 068

Braden, Warren R.
Homies: Peer Mentoring among African-American Males.
PUB DATE- 98
NOTE- 118p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Learning; *Blacks; Educational Attitudes; Ethnography; Field Studies; Friendship; *Males; *Mentors; Neighborhoods; Peer Acceptance; Peer Groups; *Peer Influence; *Peer Relationship; *Urban Areas
IDENTIFIERS- *African Americans; *Illinois (Chicago)

Peer mentoring among African-American males (referred to as completers in 1996 went to university by the following year. Almost a quarter of those who completed Year 11 and 12 in 1996 and more than a third of Year 10 completers went on to technical and further education in 1997. Apprentices/trainees were more likely to come from skilled and clerical family backgrounds and less likely to come from rural areas. More than a quarter of Year 12 completers in 1996 did not go on to further education (FE); about 10 percent were unemployed; the others worked. Almost three-quarters of Year 11 completers did not go on to FE; of these, over one-quarter were unemployed. Over two-thirds of Year 10 completers did not go on to FE; of these, almost a fifth were unemployed. Year 12 completers were less likely to be unemployed, but their labor market or training success was heavily influenced by socioeconomic and achievement factors. Literacy and numeracy achievement was strongly linked to Year 12 completion. Risk factors associated with early school leaving are socioeconomic family background, parental educational levels, and English-speaking background. (Contains 47 references.) (YLB)

ED 433 428 CE 079 100

Kearns, Peter
Lifelong Learning: Implications for VET. A Discussion Paper.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Change Strategies; Educational Change; *Educational Needs; Educational Objectives; Educational Technology; Educational Trends; Foreign Countries; *Lifelong Learning; Needs Assessment; Partnerships in Education; Postsecondary Education; Trend Analysis; *Vocational Education
IDENTIFIERS- *Australia; *Learning Organizations

Lifelong learning should be seen as both an educational and a social practice in which learning occurs throughout individuals' lives and throughout society in a wide range of contexts (including the workplace), involves both formal and informal learning, and is facilitated by an extensive range of partnerships and networks. Vocational education and training (VET) must acquire a new humanism with a focus on people as a way of investing in human intellect, imagination, and creativity. Five key dimensions for achieving lifelong learning that can serve as a coherent and integrated template for thinking about how lifelong learning might be achieved are as follows: (1) establish the foundations for lifelong learning; (2) strengthen and develop pathways, bridges, and transitions; (3) foster learning organizations and institutions; (4) extend the role of information and learning technologies; and (5) develop lifelong learning communities. In Australia and elsewhere, a convergence of VET and general education would potentially address the needs of a knowledge-based economy, lead to a more integrated system with stronger linkages to other sectors, and build on current VET reforms. (Contains 17 references. Appended are a diagram illustrating lifelong learning capability, and profiles of the learning organization and the learning city.) (MN)

ED 433 429 CE 079 101

Kearns, Peter; McDonald, Rod; Candy, Philip; Knights, Susan; Papadopoulos, George

NOTE- 297p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - General (140)
DESCRIPTORS- Access to Education; *Adult Basic Education; *Adult Education; Adult Learning; Adult Literacy; Foreign Countries; Immigrants; *Learning Strategies; *Lifelong Learning; Older Adults
IDENTIFIERS- Australia; Japan; Sweden

This document contains the proceedings of a conference on adult learners conducted to identify barriers that prevent certain groups of adults from participating in lifelong learning opportunities and to deepen understanding of practices and institutional arrangements that better enable such adults to learn. Following a summary of the workshops of the conference (on the topics of immigrants, adults who lack basic skills, and older adults) and policy recommendations, the following papers are included: "Adult Education, Migration, and Immigrant Education" (Roger Diaz de Cossio); "Australia's Migrants and Refugees: Opening the Door to Lifelong Learning" (Susan Chou Allender); "Adult Basic Education: Strategies for Supporting Learning" (Judith A. Alamprese); "Literacy Proficiency and Lifelong Learning" (Stephen Reder); "Learning and Social Participation by Senior Citizens in Japan: Analysis of Major Issues from an International Perspective" (Toshio Ohsako); "Lifelong Learning for All: What Can Be Done to Promote Lifelong Learning?" (Gunther Dohmen); "What Makes a Learning Society? The Culture of Adult Learning in Sweden" (Asa Sohlman); and "Adult Learners: The Social, Cultural, and Economic History Behind Present Attitudes toward Learning in Japan" (Makoto Yamaguchi). Two appendixes contain "Compendium of Contact Persons and Reference Material on Adult Learning" (Tarja Tikkanen) and a list of participants. (Each paper contains references.) (KC)

ED 433 447   CE 079 131

Barber, Marie; Hyer, Renee; Rollins, Jan; Seamons, Mary Lou; Siddoway, Kris; Wall, Cindy
Child Development (Grades 9-12).
PUB DATE- 99
NOTE- 592p.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Attachment Behavior; Birth; *Child Development; *Child Health; Child Welfare; Cognitive Development; Congenital Impairments; Emotional Development; *Family Life Education; First Aid; Genetics; Heredity; High Schools; Infants; Instructional Materials; Learning Activities; Nutrition; Parent Child Relationship; *Parenting Skills; Physical Development; Preadolescents; Pregnancy; Preschool Children; Preschool Education; Preschool Teachers; Reproduction (Biology); Safety; Social Development; State Curriculum Guides; Toddlers

This curriculum guide on child development consists of six units for grades 9-12. A book list is provided. Each unit has 1-15 lessons. Unit 1, Overview of Child Development, teaches the value of studying children. Unit 2, Responsibilities Related to the Child, has four lessons: Parenting Responsibilities, Nurturing/Bonding, Self Concept, and Theories. Unit III, Prenatal Development, has six lessons: The Facts of Life; Male demonstrated an improvement in their attitudes toward classroom work and the relationship it has to the workplace. (Contains 20 references.) (YLB)

ED 433 464 CE 079 152

Bourgeois, Etienne; Duke, Chris; Guyot, Jean-Luc; Merrill, Barbara
The Adult University.
PUB DATE- 99
NOTE- 194p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Admission Criteria; Admission (School); Adult Education; *Adult Students; Educational Administration; *Educational Innovation; Enrollment; Foreign Countries; Higher Education; *Nontraditional Students; Student Characteristics; Student Recruitment; *Universities
IDENTIFIERS- Belgium; Europe; United Kingdom

This book examines two themes and the interplay between them: (1) the future of the university in an era of mass higher education; and (2) social inclusion or exclusion. It is informed by studies its authors made of British and Belgian higher education and by research from their colleagues elsewhere in Europe. Following an introductory chapter that explains the basis for the book, chapter 2 examines ideas about the modern university mainly in Europe and England but recognizes increasing globalization. It notes the changing pressures of rapid transmission of information and mobility of people, as well as the characteristics and behaviors of university staff and students. Chapter 3 analyzes the way a university actually behaves to make itself available to adults, especially nontraditional students. Chapter 4 examines the characteristics of adults who are admitted to universities. Chapter 5 looks at the experience of attending a university from the perspective of adult students and, then, lecturers. Chapter 6 builds on these preceding analyses for a more theoretical consideration of the conditions and strategies for innovation to recruit/accommodate adults for university study. The final chapter reflects upon and makes predictions about the adult university of the future. The book contains 170 references. (KC)

ED 433 465 CE 079 153

Smith, Jim; Spurling, Andrea
Lifelong Learning: Riding the Tiger. Cassell Studies in Lifelong Learning.
PUB DATE- 99
NOTE- 242p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Students; Continuing Education; Developed Nations; *Economic Development; *Educational Needs; *Educational Philosophy; Educational Policy; Educational Practices; Elementary Secondary Education; Foreign Countries; *Lifelong Learning; Policy Formation; Postsecondary Education
IDENTIFIERS- *Great Britain

This book has the following aims: to establish what a new culture of lifelong learning is; to see why it must be introduced; to explore what the new learning culture will entail; and to present the resourcing systems needed to carry it through. The

LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescent Development; Case Studies; Foreign Countries; *Late Adolescents; Parent Child Relationship; *Personality Development; *Self Concept; *Self Evaluation (Individuals); Social Problems; Theory Practice Relationship

This thesis explores the subject of identity development during late adolescence by analyzing research from three studies: "Self-concept and questions of life: Identity development during late adolescence" (Adamson and Lyxell, 1996); "Adolescent identity--a qualitative approach: Self-concept, existential questions and adult contacts" (Adamson and Hartman, 1999); and "Identity: A developmental study of adolescents' self-concept" (Adamson, 1999). Each study asks questions pertaining to three domains: adolescents' self-concept, their existential questions, and their contacts with adult people. Identity development during late adolescence is examined through three empirical questions. First, how do adolescents perceive and describe themselves? Second, what do they consider important in their lives? Third, how do they describe their contacts with adults? Results from interviews, a personality inventory, and sentence completion tasks and question show that a majority of respondents had a positive self-image; an inconsistent self-concept was related to negative factors; existential questions concerned personal future; and adults were needed because of their experience and knowledge. Reprints of the three studies on which this thesis is based are appended. (Contains 168 references, 3 tables, and 3 figures.) (JDM)

ED 433 486 CG 029 461

Goss, Joyce L.; Fisicaro, Maria E.
Brainworks: Birth to Kindergarten.
PUB DATE- 99
NOTE- 138p.; Tutorial disc (Mac format) not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Attachment Behavior; *Brain; Child Development; Definitions; Early Childhood Education; Emotional Development; *Kindergarten; Language Acquisition; Learning; Logic; Mathematics; Motor Development; Music; Nature Nurture Controversy; Neurology; Socialization; Vision; Vocabulary Development

This book is to be used with a multimedia presentation that is available on compact disc. The book and multimedia presentation are designed to help parents and childcare providers understand the concept of early exposure and exploration that is followed by increased development of synaptic connections and ultimately prepares children to handle preschool and kindergarten school work. Topics discussed in the book are: the developing brain; the enriched environment; programs specializing in early intervention; and kindergarten readiness. A checklist for parents concerning quality care and preschool, a glossary of relevant terms, and a list of recommendations for implementing ideas presented within the book are included. Appendix A provides information on Functional Magnetic Resonance Imaging and Positron Emission Tomography. Appendix B provides guidelines for utilizing the multimedia disc presentation. Appendix C provides a brief synopsis of information provided earlier in the book. (Contains 69 references.) (MKA) to improve reading comprehension. Post intervention data indicated an increase in students' attitude towards academic and recreational reading; an increased interest in specific authors when choosing a novel; and an increase in grade level reading comprehension. Contains 45 references and 10 figures of data. Appendixes contain a teacher reflective journal sheet, peer interview questions, student activity sheets, and a book report evaluation form. (Author/SR)

ED 433 505 CS 013 708

Dixon, Mary; Harris, Linda; McGrath, Marianne; O'Neill, Sheila; Swanson, Sandra
Increasing Reading Comprehension.
PUB DATE- 99
NOTE- 158p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Elementary Education; *Instructional Effectiveness; Reading Attitudes; *Reading Comprehension; *Reading Improvement; *Reading Instruction
IDENTIFIERS- Phonemic Awareness

This report describes a program for improving reading comprehension. The targeted population consists of first, second, third, and fourth grade classrooms in a middle class community located in a suburb of a large midwestern city. The problem regarding poor comprehension skills is evident from teacher observation, student performance, previous year teacher recommendation, and/or standardized test scores. Analysis of probable cause data reveal several issues relating to poor comprehension skills. First, students lack extra reading because they often do not read anything beyond the assigned work. Next, there are not enough age appropriate materials. Some of the reading materials are too difficult for the students to read. Also, there is a need for improved decoding skills. If students spend too much time trying to analyze the word, they do not have the ability to comprehend the information. Lastly, many students have poor attention skills. They have too many distractions, difficulty with self-control, and confusion about their purpose for school attendance. A review of solution strategies suggested by the experts and an analysis of the problem setting show the necessity for the following interventions. The teacher will read a story each day to the students. The students will retell or answer questions to show understanding and retention. The teacher will increase phonemic awareness. The students will keep chart reading records. Students will generate questions for other students to answer. Contains 55 references and 50 figures of data. Appendixes contain listening comprehension activity sheets, pretest data, story sheets with questions, surveys and data (pre and post) for home and for children, previous teacher evaluation sheets and data, record sheets, and a letter to parents. (Author/SR)

ED 433 506 CS 013 713

Baron, Joan Boykoff
Exploring High and Improving Reading Achievement in Connecticut. Lessons from the States.
SPONS. AGENCY- National Education Goals Panel (ED), Washington, DC.

major kinds of writing: some required narrative, some informative, and some persuasive writing. Each student who participated in the state assessment was given two questions and had 25 minutes to respond to each question. The questions asked students to write in a variety of forms, such as essays, letters, stories, as well as to a variety of audiences, such as teachers, other students, and school boards. The distribution of writing results and writing achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' educational level, free/reduced-price lunch program eligibility, and type of location). The average writing proficiency of eighth-grade public school students in Maine on the NAEP writing scale was 155 compared to 148 nationwide. (RS)

ED 433 522 CS 216 864

Jerry, Laura J.; Ballator, Nada
NAEP 1998 Writing State Report for Maryland.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 46p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 216 850. For highlights of the full report, see CS 216 849. For the 40 separate reports for 36 states, the District of Columbia, Department of Defense Dependent Domestic Schools, Department of Defense Dependent Overseas Schools, and the Virgin Islands, see CS 216 851-890.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 8; Junior High Schools; *National Competency Tests; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results; *Writing Achievement; Writing Research
IDENTIFIERS- *Maryland; National Assessment of Educational Progress; State Writing Assessments

In 1998 for the first time, the NAEP (National Assessment of Educational Progress) administered a writing assessment at the state level. This report describes the writing achievement of Maryland eighth-grade students and compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments). In Maryland, 2263 students from 89 public schools and 350 students from 16 nonpublic schools were assessed. The writing assessment questions asked for three major kinds of writing: some required narrative, some informative, and some persuasive writing. Each student who participated in the state assessment was given two questions and had 25 minutes to respond to each question. The questions asked students to write in a variety of forms, such as essays, letters, stories, as well as to a variety of audiences, such as teachers, other students, and school boards. The distribution of writing results and writing achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' educational level, free/reduced-price lunch program eligibility, and type of location). The average writing proficiency of eighth-grade public school students in Maryland on the NAEP writing scale was 147 compared to 148 nationwide. (RS)

ED 433 523 CS 216 865

persuasive writing. Each student who participated in the state assessment was given two questions and had 25 minutes to respond to each question. The questions asked students to write in a variety of forms, such as essays, letters, stories, as well as to a variety of audiences, such as teachers, other students, and school boards. The distribution of writing results and writing achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' educational level, free/reduced-price lunch program eligibility, and type of location). The average writing proficiency of eighth-grade public school students in Texas on the NAEP writing scale was 154 compared to 148 nationwide. (RS)

ED 433 539 CS 216 881

Jerry, Laura J.; Ballator, Nada
NAEP 1998 Writing State Report for Utah.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 44p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 216 850. For highlights of the full report, see CS 216 849. For the 40 separate reports for 36 states, the District of Columbia, Department of Defense Dependent Domestic Schools, Department of Defense Dependent Overseas Schools, and the Virgin Islands, see CS 216 851-890.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 8; Junior High Schools; *National Competency Tests; Public Schools; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results; *Writing Achievement; Writing Research
IDENTIFIERS- National Assessment of Educational Progress; State Writing Assessments; *Utah

In 1998 for the first time, the NAEP (National Assessment of Educational Progress) administered a writing assessment at the state level. This report describes the writing achievement of Utah eighth-grade students and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments). In Utah, 2588 students from 94 public schools were assessed. The writing assessment questions asked for three major kinds of writing: some required narrative, some informative, and some persuasive writing. Each student who participated in the state assessment was given two questions and had 25 minutes to respond to each question. The questions asked students to write in a variety of forms, such as essays, letters, stories, as well as to a variety of audiences, such as teachers, other students, and school boards. The distribution of writing results and writing achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' educational level, free/reduced-price lunch program eligibility, and type of location). The average writing proficiency of eighth-grade public school students in Utah on the NAEP writing scale was 143 compared to 148 nationwide. (RS)

ED 433 540 CS 216 882

Jerry, Laura J.; Ballator, Nada
NAEP 1998 Writing State Report for Virginia.
SPONS. AGENCY- National Center for Education Statistics (ED),

"Toward a Typology of Internet Users and Online Privacy Concerns" (Kim Bartel Sheehan); "Blind Spots of the Communications Decency Act Debate: A Critique of Jeffersonian Free Speech" (Misook Baek); "Telecommunications for Rural Community Development: The Effects of Community Projects on Attitudes and Adoption Among Community Members" (C. Ann Hollifield, Joseph Donnermeyer, Gwen Wolford, and Robert Agunga); "Broadening the Boundaries of Interactivity: A Concept Explication" (Spiro Kiousis); "Privacy, Security and Intellectual Property: Proprietary Interests Over the Internet" (Laurie Thomas Lee); "Examining Information Processing on the World Wide Web Using Think Aloud Protocols" (William P. Eveland, Jr. and Sharon Dunwoody); "An Online Study of the Uses and Gratifications of Internet Pornography" (Ryan J. Burns); "Free Air Time for Candidates: An Attempt to Improve Political Discourse" (Douglas Bailey); "Media Convergence on the Internet" (Mark Tremayne); "Credibility and Journalism on the Internet: How Online Newspapers Handle Errors and Corrections" (Berlinda Nadarajan and Penghwa Ang); "Tracing the Evolution of Interactive Media and Funding Models through the Trade Press" (Sally J. McMillan); "'Son of CDA (Communications Decency Act)': Will the Child Online Protection Act of 1998 Meet Constitutional Muster?" (Johanna M. Roodenburg); "Killing Physicians with Fighting Words: A Free-Speech Challenge to Internet Community Building" (Terry L. Wimmer); and "Japanese Television Broadcast Policy-Making Analysis: From Analog to Digital 1987-1997" (Tsutomu Kanayama). (RS)

ED 433 558 CS 510 139

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (82nd, New Orleans, Louisiana, August 3-8, 1999). Advertising, Part 1.
PUB DATE- 99
NOTE- 333p.; For other sections of this proceedings, see CS 510 132-153.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Advertising; At Risk Persons; Awards; Foreign Countries; Higher Education; Journalism Education; Journalism Research; *Mass Media Use; Minority Group Children; Newspapers; Politics; Recall (Psychology); Teaching Methods
IDENTIFIERS- China; Safe Sex Practices

The Advertising, Part 1 section of the Proceedings contains the following 12 papers: "Incorporating a Promotional Products Teaching Component into the Advertising Campaigns Course: A Partnership Pilot Program" (Denise E. DeLorme); "Information Cues in Renmin Ribao Advertisements (1979-1998)" (Susanna W. Y. Kwok); "Impact of Soft-Money-Sponsored Issue Advocacy Advertising versus Candidate-Sponsored Positive and Negative Advertising: Influences on Candidate Preferences and Democratic Processes" (Michael Pfau, R. Lance Holbert, Erin Alison Szabo, and Kelly Kaminski); "The Emergence of Integrated Marketing Communications: A Theoretical Overview" (John M. McGrath); "Agency Concerns Over Newspaper Advertising" (Ann Maxwell and Wayne Wanta); "Does Good Work Pay Off? A Preliminary Study of Advertising Awards and Financial Growth" (Ann Maxwell, Charles Frazer, and Wayne Wanta); "Who We Are and What We Choose to Read: A Psychological Exploration of Media Use" (Fang Wan, Ken Doyle, and Mohan Jyoti Dutta); "Third-Person Perception, Message Type, Safer-Sex Campaigns, and Sexual Risk-Taking among Minority 'At-Risk' Youth" (John R. Chapin); "An Exploratory parents, teachers, and students; lesson plans and worksheets; and student drawings. (Author/SR)

ED 433 576 EA 029 290

Mathis, William J.; Merriam, Karen E.
Shall Public Funds Be Used To Directly Support Religious Schools? The Chittenden, Vermont Case.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Catholic Schools; Church Role; Educational Finance; *Educational Vouchers; High Schools; Nontraditional Education; Parent School Relationship; *School Choice; *State Church Separation
IDENTIFIERS- *Vermont

This paper examines the increased activity in Vermont among proponents of educational vouchers for religious schools. It focuses on the "Chittenden" case, in which parents sued for tuition support to pay for their children's education at a local Roman Catholic high school. The report describes how the Roman Catholic Church and various political groups are calling for public monies to be used for funding religious education. Proponents of religious vouchers argue that education is a private good whose control is strictly in the hands of parents and students. Those opposed to religious vouchers ultimately rely on the First Amendment's establishment clause and, in Vermont's case, the state constitution, which prohibits the forced support of a religion. Opponents argue that the various cases that allow limited public funds, such as for special education, were for narrow purposes and the effect was not supportive of religion. The article looks at the arguments presented to the Vermont Supreme Court and the various issues presented by both sides of the religious voucher debate. It concludes that the broader issue becomes whether the state and the nation should continue to have "common schools", and it questions an educational system that is fragmented along religious, social, economic, and racial lines. (Contains 14 references.) (RJM)

ED 433 577 EA 029 525

Wylie, Cathy
Self-Managing Schools Seven Years On: What Have We Learnt?
PUB DATE- 97
NOTE- 204p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Administration; Elementary Secondary Education; Governance; *Needs Assessment; Participative Decision Making; Performance Based Assessment; School Administration; *School Based Management; *School Effectiveness; *Summative Evaluation
IDENTIFIERS- *New Zealand

This is the final report in the New Zealand Council for Educational Research's series of national surveys monitoring the impact of the "Tomorrow's Schools" reforms, which began in

ED 433 596 EA 030 008

Texas Public School Dropouts, 1995-96 Report.
PUB DATE- 97
NOTE- 117p.; For 1996-97 Report, see ED 432 829.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Dropout Rate; *Dropouts; Elementary Secondary Education; Public Schools; State Surveys; Student Attrition; Tables (Data)
IDENTIFIERS- *Texas

This report provides dropout information for Texas schools during the 1995-96 school year. Included in the report are historical dropout information; a summary of dropout rates based on school district characteristics; a listing of dropout rates broken down by county, district, and campus; and national comparative data. The total number of dropouts reported for the 1995-96 school year was 29,207. This represents a 1.8 percent annual dropout rate for the year. The estimated longitudinal dropout rate of 10.1 percent remained fairly constant. An examination of the characteristics of 1995-96 dropouts and their education programs reveal that over 80 percent are overage for grade. Males dropped out at slightly higher rates than females, and Hispanics made up the greatest proportion of this year's dropouts. The largest number of dropouts and the largest dropout rate were found at the ninth-grade level. Urban school districts with large student enrollments and other central city districts had the highest dropout rates. Districts with lower student performance on the Texas Assessment of Academic Skills (TAAS) test also reflected higher dropout rates compared to high-performing districts. School districts that maintained above-average operating costs per pupil had lower dropout rates, although the lowest spending districts did not have the highest dropout rates. (Contains over 70 pages of quantitative data and 20 references.) (RJM)

ED 433 597 EA 030 011

Semel, Susan F., Ed.; Sadovnik, Alan R., Ed.
"Schools of Tomorrow," Schools of Today: What Happened to Progressive Education. History of Schools and Schooling, Volume 8.
PUB DATE- 99
NOTE- 448p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Case Studies; Change Strategies; *Curriculum Development; *Educational Change; Educational Environment; *Educational Innovation; Elementary Secondary Education; Program Descriptions; *Progressive Education; School Community Relationship
IDENTIFIERS- Dewey (John)

This collection of 13 articles looks at past practices in education for what they can teach about today. Part 1, "Schools of Tomorrow," includes these chapters: (1) "The Francis W. Parker School: Chicago's Progressive Education Legacy" (M. K. Stone); (2) "Experimental School, Experimental Community: The Marietta Johnson School of Organic Education in Fairhope, Alabama" (J. W. Newman); (3) "An Adventure with Children: Reflections on the Park School of Buffalo and American Progressive Education" (E.F. Provenzo, Jr.); (4) "The City and

*Summative Evaluation
IDENTIFIERS- *Minnesota

This final report includes findings that were published in a December 1996 interim report and additional findings regarding student academic performance. Four types of data collection were used: a descriptive database for charter schools operating in Minnesota; 2-day site visits to each charter school during the spring and fall of 1996 to interview staff, students, parents and a knowledgeable person at the host district, and to conduct informal observations of classes or learning experiences; collaborative work with educators at the charter schools; and a systematic comparison of Minnesota's charter-school legislation and extant charter schools with other states in terms of growth, the role of state education agencies in relation to this growth, and key legislative provisions and policies. The findings revealed that half of Minnesota's charter schools (8 schools) were located in Minneapolis or St. Paul. Minnesota charter schools varied in the grade levels served. They are small, averaging 119 students with a range of 34 to 240 students per school; as of spring 1996, the enrollment of students with disabilities averaged 25 percent. Students with limited English proficiency averaged 10 percent, and students eligible for free or reduced-price lunch averaged 47 percent. Minnesota charter schools have low student-to-staff ratios (averaging 12:1) as compared to a 22:1 ratio in Minnesota public schools generally. (RJM)

ED 433 617 EA 030 035

Jefferson, Anne L.
Financing Education in Ontario--Update.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Economics; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Finance Reform; Foreign Countries; *Needs Assessment; Resource Allocation; *School Accounting
IDENTIFIERS- *Ontario

This paper provides an update of the financial reforms that took effect in the province of Ontario for the 1998-99 year. During the 1998-99 school year, a student-focused funding model for the distribution of money to elementary and secondary education was introduced. The model was based on students' needs rather than the local community's wealth and replaced the former 34 different types of grants with eleven kinds of funding, including foundation grants, special-purpose grants, special-education grants, language grants, early-learning grants, learning-opportunities grants, geographic and school authorities grants, teacher-compensation grants, adult- and continuing-education grants, transportation grants, school-board administration and governance grants, and pupil-accommodation grants. The new funding mechanism provided more fiscal accountability to taxpayers. This new approach to funding education included a class-size protection fund and funding for additional teachers. Adjustments to allocated funding were dictated by the needs of school boards, which were trying to meet many of the new conditions set by the overall competence. The paper concludes that the SAED is well constructed and has excellent psychometric properties. It recommends the measure to: identify students with emotional disturbances; aid in the prereferral screening of large groups of students; clarify the "socially maladjusted" and "adversely affects educational performance" conditions of decision-making about emotional disturbances under the law; and select appropriate education goals for an individualized education program. (DB)

ED 433 635 EC 307 380

Nabors, Laura; Tashman, Nancy; Myers, Patrick; Weist, Mark
Quality Assurance Activities in High School Student Mental Health Centers.
PUB DATE- 98
NOTE- 9p.; In: Chapter 3, "School Based Approaches," of Proceedings of the Annual Research Conference, A System of Care for Children's Mental Health: Expanding the Research Base (11th, Tampa, FL, March 8-11, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accessibility (for Disabled); Administrator Attitudes; Agency Cooperation; *Delivery Systems; *Emotional Disturbances; *Focus Groups; High Schools; *Integrated Services; *Mental Health Programs; Outcomes of Treatment; Participant Satisfaction; Program Evaluation; *Quality Control; Student Attitudes; Teacher Attitudes; Therapists; Urban Schools

This study of school-based mental health programs used stakeholder focus groups to examine factors related to positive treatment outcomes, barriers to accessing services, and methods for improving service delivery to high school students with emotional/behavioral disorders. Fifty-one high school students (34 receiving treatment) at three urban high schools participated in eight focus groups. Thirty-eight adults (teachers, therapists, health care staff, and administrators) participated in seven focus groups. Analysis identified themes and categorized them. Categories included: negative aspects of treatment (with the subcategories of therapist characteristics, service delivery issues, and treatment issues); treatment barriers (treatment issues, areas of concern for students, systems issues, political or funding concerns); positive aspects of treatment (including therapist characteristics, therapist role, student ideas, positive results); and suggestions for improving services (education or training, funding issues, political issues, and service delivery). Themes are linked to each category and specific stakeholder group (female students in treatment, male students in treatment, therapists, teachers, administrators, and health center staff). (DB)

ED 433 636 EC 307 381

Pandiani, John A.; James, Brad C.; Banks, Steven M.
Interpreting School Satisfaction Data from a Marketing Perspective.
PUB DATE- 98
NOTE- 7p.; In: Chapter 3, "School Based Approaches," of Proceedings of the Annual Research Conference, A System of Care for Children's Mental Health: Expanding the Research Base (11th, Tampa, FL, March 8-11, 1998).
LANGUAGE- English

through 7 offer sample activities for the areas of visual arts, music and movement, and dramatic play. Chapter 8 addresses ways to integrate the arts into early childhood experiences, while chapter 9 explains how to adapt materials. Chapter 10 is on the value of family participation and chapter 11 offers suggestions for assessment. Chapter 12 lists resources, both expressive art resources and technology resources. Appended are a glossary and instructions for making a "music mat." (Contains 59 references and an index.) (DB)

ED 433 654 EC 307 399

Hutinger, Patricia L.; Johanson, Joyce; Robinson, Linda; Schneider, Carol
Building InterACTTive Futures.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 98
NOTE- 169p.; ACTT = "Activating Children Through Technology."
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Assistive Devices (for Disabled); Computer Software; *Computer Uses in Education; *Curriculum Development; *Disabilities; *Early Intervention; *Educational Environment; Family Involvement; Input Output Devices; *Learning Activities; Preschool Education; Resource Materials; Severe Disabilities

This curriculum guide presents a comprehensive approach to using technology with children. Chapter 1 presents the curriculum's philosophy and identifies benefits and applications of technology for young children. Chapter 2 looks at the learning environment (including preschool environments, birth to three environments, and environments for children with severe disabilities) and offers guidelines for purchasing and using computer equipment. Chapter 3 is on family participation and offers suggestions for children ages birth to 3, 3 to 5, and with severe disabilities, as well as suggestions for conducting a family computer workshop. Chapter 4 is on technology assessment, while chapter 5 focuses on switches and switch adaptations. A potpourri of curriculum activities is described in chapter 6, organized around specific software packages. Procedures for customizing activities are contained in chapter 7, including adaptations for children with motor, visual, or auditory impairment. The appendix contains resource information on software, adaptive equipment, off-computer materials, technology-related organizations, and World Wide Web sites. (Contains an index.) (DB)

ED 433 655 EC 307 400

Rao, Shaila M.; Lim, Levan
Beliefs and Attitudes of Pre-Service Teachers towards Teaching Children with Disabilities.
PUB DATE- 99
NOTE- 28p.; Paper presented at the Annual Conference of the American Association on Mental Retardation (123rd, New Orleans, LA, May 24-28, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes toward Disabilities; *Disabilities; Elementary Secondary Education; Foreign Countries; Higher

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Clinical Diagnosis; *Diagnostic Tests; *Disability Identification; Elementary Secondary Education; *Learning Disabilities; Psychometrics; Questionnaires; Rating Scales; Scores; Standardized Tests; Test Interpretation; Test Reliability; Test Validity

This package contains the Learning Disabilities Diagnostic Inventory (LDDI) and the LDDI examiner's manual. The LDDI is intended to help identify intrinsic processing disorders in children and adolescents. Items represent specific observable behaviors associated with learning disability (LD) in listening, speaking, reading, writing, mathematics, and reasoning. The first chapter of the manual discusses the nature of LD, describes the inventory, emphasizes the value of teacher/clinician ratings, and delineates the purposes for which the LDDI is intended. Chapter 2 provides information about administration and scoring of the LDDI, including examiner qualifications, rater qualifications, basic guidelines, and specific administration and scoring instructions. Chapter 3 is about interpreting LDDI results, including using the profile to conduct a differential diagnosis and sharing results with others. The following chapter provides normative information. Specifically discussed are the methods used to arrive at the test's norms. Chapters 5 and 6 present detailed data concerning the test's reliability and validity. (Contains approximately 200 references.) (DB)

ED 433 673 EF 005 128

Kienitz, E. Malle; Kent, Robert L., Jr.
Accessible & Safe Playgrounds into Every Town, U.S.A.
PUB DATE- 96
NOTE- 6p.; In: 1996 Annual Meeting Proceedings: American Society of Landscape Architects, (Wagner, Cheryl, Ed.) p136-140.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accessibility (For Disabled); Elementary Education; *Elementary Schools; *Playgrounds; *Public Schools
IDENTIFIERS- Cost Containment; *Landscape Architecture; *Playground Design; Playground Equipment

Landscape architects, playground manufacturers, and the federal government have all developed guidelines for accessible, safe play landscapes. This paper examines the difficulties in meeting these guidelines due to two main obstacles: ignorance of access needs and the perception that accessibility is expensive. It suggests that landscape architects have the skills to design access at a reasonable cost because they can evaluate sites for their potential advantages and drawbacks. The paper argues for playground layouts that allow handicapped and able-bodied children to play together. Concluding comments briefly address the needs for other playground components that include water, shade, and areas for supervising adults. Line drawings of two playground design concepts are included. (Contains 16 references and 7 notes.) (GR)

ED 433 674 EF 005 372

Buyer's Guide for Track Construction.
PUB DATE- 96

(grammatically correct examples); (2) providing examples of both grammatical and ungrammatical forms (positive and negative evidence); and (3) providing individualized error correction to each student. Subjects were then tested immediately after the treatment, 1 month later, and 1 year after treatment. Results indicate that the second treatment was most beneficial over 1 month. Over the period of a year, provision of positive evidence did not have a significant effect on grammatical knowledge, and it had only an immediate effect in translation. In addition, it was easier to make a correct grammaticality judgment on phrasal verbs with the pronoun "it" than on lexical phrasal verbs. Contains 46 references. (MSE)

ED 433 695   FL 025 415

Johnson, Rex E., Comp.
A Bibliography of Philippine Linguistics. Special Monograph Issue, Number 39.
PUB DATE- 96
NOTE- 358p.; "With a Foreword by Andrew B. Gonzalez."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Alphabets; Contrastive Linguistics; Diachronic Linguistics; Discourse Analysis; Foreign Countries; Grammar; Language Research; *Languages; *Linguistic Theory; Morphology (Languages); Phonemics; Second Language Instruction; Second Languages; Semantics; Sociolinguistics; Syntax; *Uncommonly Taught Languages; Vocabulary
IDENTIFIERS- Orthography; *Philippine Languages

The bibliography, a compilation of earlier works, gives basic bibliographic information (author/editor, title, source, publication date) for 3,908 books, articles, essays, and dissertations on Philippine linguistics dating back to the seventeenth century. Citations are listed alphabetically. An index cross-references the citations by subject area (grammar, phonemics, morphology, syntax, lexicon, discourse, semantics, historical linguistics, comparative linguistics, sociolinguistics, text, orthography and alphabets, pedagogical materials, theory, and general or unknown topic). (MSE)

ED 433 696   FL 025 910

Lewelling, Vickie W.; Peyton, Joy Kreeft
Spanish for Native Speakers: Developing Dual Language Proficiency. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Educational Objectives; *Heritage Education; Higher Education; *Hispanic Americans; Language Maintenance; Language Proficiency; Literacy; Literacy Education; Native Language Instruction; *Native Speakers; Second Language Learning; Secondary Education; *Spanish; *Spanish Speaking; Transfer of Training
IDENTIFIERS- ERIC Digests

This digest focuses on teaching Spanish to native or Hispanic heritage language students in the United States. Heritage internationalization; human rights; media and consumer society; and social responsibility. Some additional words, not based on unit content, were also included. The final selections are presented. Future steps to be taken in developing appropriate vocabulary lists are discussed. (Contains 13 references.) (MSE)

ED 433 714 FL 025 964

Kucer, Stephen B.; Silva, Cecilia
The English Literacy Development of Bilingual Students within a Transition Whole Language Curriculum.
PUB DATE- 99
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingualism; Classroom Techniques; Curriculum Design; *English (Second Language); Grade 3; Language Skills; *Literacy Education; Mexican Americans; Miscue Analysis; Primary Education; Reading Instruction; Second Language Instruction; Skill Development; Spanish; Spelling; Story Telling; *Transitional Programs; *Whole Language Approach; Writing Instruction

A study examined the English literacy development of English-Spanish bilingual students beginning formal transition into English literacy in a whole language classroom. The subjects were 26 Mexican-American third-graders. The curriculum had four components: theme-based literacy activities; teacher reading; free reading; and free writing. Instruction was meaning-focused and written language conventions were demonstrated through the use of contextualized mediations. Literacy growth was measured through pre- and post-reading miscue and retelling analysis, holistic and analytic writing analysis, and spelling assessments. Analysis of reading miscue data indicated statistically significant improvements in the students' ability to produce more meaningful sentences. Additionally, retelling analysis showed significant gains in the overall number of retelling units and matches produced by the students. Analytic writing analysis showed improvement in capitalization and spelling, and the in number of words produced in a story. Spelling improvement was also noted in an analysis of words produced in isolation. Holistic analysis of students' written stories did not indicate significant improvements, nor did analytic analysis show an increase in the number of sentences or the conventional use of punctuation. Results suggest that literacy development may require differentiated mediation, i.e. some tasks may require more direct mediation than others. (Contains 31 references.) (Author/MSE)

ED 433 715 FL 025 966

Suh, Jae-Suk; Wasanasomsithi, Punchalee; Short, Stephen; Majid, Norazman Abdul
Out of Class Learning Experiences and Students' Perceptions of Their Impact on English Conversation Skills.
PUB DATE- 99
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *English (Second Language); *Experiential Learning; Foreign Students; Higher Education; Intensive Language Courses;

Baccalaureate and Graduate Programs in Nursing, 1998-1999.
PUB DATE- 99
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrators; *College Faculty; Graduate Study; Higher Education; National Surveys; *Nursing Education; *Salaries; Tables (Data); Trend Analysis; Undergraduate Study

This document presents data on salaries of instructional and administrative nursing faculty in U.S. undergraduate and graduate nursing programs in 95 tables. Data are based on a 1998 survey of 534 public and private universities and four-year colleges. Introductory information includes definitions of terms used in the survey, Carnegie classification definitions, a description of the survey methodology, and a summary of characteristics of participating institutions. The report presents salary percentiles on an academic and calendar year basis by type of institution, teaching responsibility, title, highest earned degree, academic rank, tenure status, and program level (baccalaureate, master's and doctoral). Highlights of the data note that salaries ranged from a low of $16,102 for an instructor without a doctoral degree at a private institution to a high of $145,448 for a doctorally-prepared professor at a public institution. Other highlights address full-time nurse practitioner faculty salaries, full-time administrative nurse faculty salaries, full-time instructional nurse faculty salaries, and age profile of full-time nurse faculty. An appendix lists institutions that provided data for the report. (DB)

ED 433 735 HE 032 267

The Essentials of Baccalaureate Education for Professional Nursing Practice.
PUB DATE- 98
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Academic Standards; Bachelors Degrees; Curriculum; Educational Trends; Higher Education; *Nursing Education; Professional Associations; Professional Education; Student Educational Objectives; *Undergraduate Study
IDENTIFIERS- *American Association of Colleges of Nursing

This report presents recommendations of an American Association of Colleges of Nursing (AACN) task force which revised existing guidelines for nursing education. An introduction provides background information and notes major trends in health care and nursing. Also provided is a summary of the revision process which included two invitational roundtable meetings and regional meetings. The following section discusses the discipline of nursing and the role of nurses as a context for professional nursing education. The main section of the report addresses the essentials of a baccalaureate nursing program which are identified as a liberal education, professional values, core competencies, core knowledge, and role development. The professional values include altruism, autonomy, human dignity, integrity, and social justice. The core competencies identified are critical thinking, communication, assessment, and technical skills. Core knowledge is divided into the following areas: health promotion, risk groups have led to a series of open forum meetings of faculty and staff to engage in ongoing dialogue. (Contains 27 references.) (DB)

ED 433 755 HE 032 305

Mulugetta, Yuko
Possible Long-Term Effects of Awarding Merit Aid. AIR 1999 Annual Forum Paper.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Grants; Higher Education; *Merit Scholarships; *No Need Scholarships; Private Colleges; *Student Financial Aid; Student Recruitment
IDENTIFIERS- *AIR Forum; *National Postsecondary Student Aid Study

This study used data from the National Postsecondary Student Aid Study (NPSAS) for 1989-90 and 1995-96 to examine the awarding of need-based and merit student financial aid to entering college freshmen by private four-year colleges. Regression analysis used the amount of institutional need-based grant awarded to an individual freshman as a dependent variable and five independent variables: (1) the institution's tuition and fees; (2) amount of financial need of a student; (3) family income; (4) Scholastic Assessment Test (SAT) scores; and (5) under-represented or over-represented minority status. These variables explained less than 20 percent of the variance in awarding need-based aid in 1989-90 and about 25 percent in 1995-96, suggesting that there are other significant factors determining need-based aid. The same analysis with merit grant aid and the same five independent variables found these variables did not account for the observed variance, although SAT scores were the most significant determinant. Family income was not a predictive factor suggesting that merit aid is not used to entice the enrollment of wealthier students. Implications of a growing inequality in financial aid resulting from the practice of financial aid leveraging strategies based on differential price discounting are addressed. (Contains 17 references.) (DB)

ED 433 756 HE 032 306

Weimer, Don
Dealing with Messy Data: Analyzing Pre- and Post-test Assessment Results in the Real World. AIR 1999 Annual Forum Paper.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; *College Outcomes Assessment; *Comparative Analysis; *Data Analysis; Evaluation Methods; Higher Education; Predictor Variables; Research Methodology; *Statistical Analysis
IDENTIFIERS- *AIR Forum; *Cardinal Stritch University WI; ETS Academic Profile

ED 433 775 HE 032 325

Ammerman, Peter A.; McLaughlin, Gerald W.; Brozovsky, Paul V.
Assessing the Effect of Programs Designed To Enhance Student Success. AIR 1999 Annual Forum Paper.
PUB DATE- 99
NOTE- 29p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999). Document contains light type and small print that may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Dropout Prevention; *Grade Point Average; *High Risk Students; Higher Education; Intervention; Models; *Program Effectiveness; *Program Evaluation; School Holding Power; Statistical Analysis; Student Development; Student Participation
IDENTIFIERS- *AIR Forum

This study evaluated the effectiveness of a variety of academic intervention programs designed to improve the success of "at risk" students at one university. Most programs were designed to either help students in a particular course (such as calculus or chemistry) or in a particular major. The performance benchmark used to assess program effectiveness was Spring 1997 semester grade point average in comparison with predicted grades based on a linear regression statistical model. Analysis indicated that the 13 academic intervention programs were generally effective in improving student performance as measured by the Spring semester GPA. Among four programs which appeared to be particularly effective were a program for forestry students and a program for students taking chemistry. Two programs, one for African-American students and one for at-risk biology majors, appeared to have a slight detrimental effect on spring grades. Further analysis suggested that the positive results for the effectiveness of the intervention programs seemed to be driven largely by the results for those students who participated in more than one program. (Contains 18 references.) (DB)

ED 433 776 HE 032 326

Rosenthal, Dan; Collier, Kitty
Employment Projections and Program Priorities. AIR 1999 Annual Forum Paper.
PUB DATE- 99
NOTE- 27p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bachelors Degrees; Databases; Degrees (Academic); Demand Occupations; *Education Work Relationship; Employment Projections; Higher Education; *Labor Market; Long Range Planning; Needs Assessment; Statistical Analysis; Supply and Demand
IDENTIFIERS- *AIR Forum; *Alabama

This study compared occupational projections for Alabama with graduation rates in corresponding academic programs to provide a context for state and institutional policy decisions on new program initiatives and to comply with recent program viability impact on student success. (Contains 13 references.) (DB)

ED 433 794 HE 032 344

Andrade, Sally J.
Assessing the Impact of Curricular Reform--Measures of Course Efficiency and Effectiveness. AIR 1999 Annual Forum Paper.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *College Outcomes Assessment; *Course Evaluation; *Curriculum Development; *Evaluation Methods; Higher Education; Instructional Effectiveness; Introductory Courses; Models; Persistence
IDENTIFIERS- *AIR Forum; University of Texas El Paso

This paper proposes an alternative curriculum assessment model to the traditional approach of examining semester course grades as a measure of curricular or instructional change. The alternative model focuses on the academic success of students in the next course in a curricular sequence and was applied with a gateway mathematics course (pre-calculus) at the University of Texas (El Paso). These types of introductory mathematics courses have acted as barriers to student persistence in science and engineering programs. The new model is based on the premise that if a gateway course is effective, most students who complete it should be able to pass the next course in the sequence on the first try. The index developed examines the percent of successful students in the gateway course who enroll in the next course in the curriculum, and the percent and total number of first-time takers who pass the next course on the initial attempt. The model was used to evaluate the effectiveness of a revised compressed pre-calculus course. The proposed model offers a more comprehensive and objective way to analyze student academic progress and to provide valuable information for departmental planning and comparison of different sections of a course. (Contains 32 references and 7 figures.) (DB)

ED 433 795 HE 032 345

Smith, Theresa Y.
Baccalaureate Degree Attainment and Precollege Academic Preparedness of Underrepresented Minorities. AIR 1999 Annual Forum Paper.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999). Paper also presented at the Mid Association for Institutional Research Conference (Springfield, MO, October 16, 1998, and at the Overseas Chinese Association for Institutional Research Virtual Conference (October 26, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; American Indians; *Bachelors Degrees; Blacks; College Bound Students; College Outcomes Assessment; Consortia; *Educational Attainment; *Enrollment

Libraries from Commercial Brand Management" (Ann J. Wolpert); "Opening Address" (Nancy Fjallbrant); "Re-Engineering Academic Library & Information Services: The Case of the Technical Knowledge Centre & Library of Denmark" (Lars Bjoernshauge); "Intelligent Access to Document Archives" (Luciana Bordoni); "Information Technology Infrastructures and Services for Creating a Library's Unified Information System" (Attilio Collagrossi); "The Changing Trends in National Data Purchasing" (Mike Johnson); "IEEE and Libraries: Joining Forces To Serve a Growing Community" (Barbara Lange); "User Education in Higher Education: Helping Academics Join the Learning Environment" (Gwyneth Price); and "International Library, Information and Analytical Center (ILIAC) as a New Form and Prospect for International Cooperation for Libraries and Universities" (Yakov Shraiberg). (MES)

ED 433 814 IR 057 444

Apostolou, A. S.; Skiadas, C. H.
From Industry to Higher Education and Libraries: Building the Fast Response Library (FRL).
PUB DATE- 99
NOTE- 23p.; In: The Future of Libraries in Human Communication: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Chania, Greece, May 17-21, 1999) Volume 19; see IR 057 443.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Competition; Foreign Countries; Futures (of Society); Higher Education; *Library Development; *Library Services; Total Quality Management; *User Needs (Information); *User Satisfaction (Information)

In order to be effective in the coming millennium, libraries will need to measure their performance rigorously against the expectations and real needs of their customers. The library of the future will need to be a customer sensitive, knowledge creating, agile enterprise. It must provide value to every customer, where value is the customer's perception of total lifetime benefits minus total lifetime costs. It must continually exchange information and ideas with its customers and suppliers to deliver customized products and services. The library must quickly reconfigure its products, services, and processes, and it must integrate expertise from other organizations to remain competitive. Consequently, it will become critical to create an environment grounded in ongoing innovation and learning--one that will benefit from external uncertainty and unpredictability. Employees will need skills and knowledge to make empowered decisions and work in a variety of roles. This article deals with the burden of libraries to respond quickly to the changing needs of their customers. In other words, libraries of the future need to be organized as Fast Response Libraries (FRL). This will be done if libraries are well prepared for dealing successfully with challenges posed by an increasingly competitive and time-responsive marketplace. This requires libraries and librarians to understand and accept that competing against new sources of knowledge necessitates a library to use all of its resources most effectively. These resources must therefore be integrated and focused on how best to support the library's competitive strategy. (MES)

the International Association of Technological University Libraries IATUL Conference (Chania, Greece, May 17-21, 1999) Volume 19; see IR 057 443.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Budgets; Consortia; *Electronic Libraries; Foreign Countries; Higher Education; Information Sources; Library Acquisition; Library Development; Library Materials; *Library Networks; Shared Resources and Services
IDENTIFIERS- *Finland

This paper describes the academic library environment in Finland, discussing increases in research funding that have not been directly evident in library budgets. It then describes the FinELib program, the National Electronic Library, which has a centralized approach to joint acquisition of electronic information resources. The key issues have been agreed upon by all members of the university consortia after which negotiations and other operations can be carried out in a flexible manner. The funding principles of the FinELib Consortium 1998-2002 are outlined for resource type, multidisciplinary material, and subject specific material. The remainder of the paper discusses the future of the National Electronic Library, network and information security, and current challenges of the FinELib Consortium model. (AEF)

ED 433 833 IR 057 463

Paterson, Alasdair
Ahead of the Game: Developing Academic Library Staff for the 21st Century.
PUB DATE- 99
NOTE- 6p.; In: The Future of Libraries in Human Communication: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Chania, Greece, May 17-21, 1999) Volume 19; see IR 057 443.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Foreign Countries; Higher Education; *Library Development; Library Funding; *Library Personnel; Library Surveys; Needs Assessment; *Professional Development; Questionnaires; Training
IDENTIFIERS- University of Exeter (England)

This paper focuses on issues related to library personnel in the British academic library. A background discussion on staff salaries, decreases in funding and increases in availability of information in more electronic formats, and the print culture and the electronic library leads to a statement of the need for increased information technology skills and training. Discussion then moves to experiences of the University of Exeter (England) in assessing library staff in order to qualify for a government-introduced award called Investors in People. An anonymous questionnaire administered to all staff and interviews with a representative sample of staff were conducted. The principles of assessment were four, each breaking down into a number of indicators, each of which in turn needed to be satisfied to earn the award. The following had to be demonstrated: commitment, planning, action, and

(Contains 53 references.) (MES)

ED 433 852 IR 057 497

Idaho's Library Future.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Conferences; *Futures (of Society); Information Technology; *Library Development; Library Networks; Library Role; *Library Services; Public Libraries; State Libraries; State Programs; User Needs (Information); Users (Information)
IDENTIFIERS- *Idaho

In 1998, Idahoans gathered in a series of six Regional Futures Conferences to identify what they thought was probable during the next ten years, what was possible for libraries to do and be, and what a preferred future of Idaho libraries might be. Participants from the regional conferences then convened to refine and focus descriptions of the probable, possible, and preferred futures for Idaho libraries. Seven driving forces that will help shape the future of Idaho libraries are technology, population, economy, resource sharing, life-long learning, user needs, and funding sources. Eight concepts were identified as common ground elements for the preferred futures for Idaho libraries: (1) continuous access and service to anyone, anywhere, any time; (2) boundary-less, organic network with uniform interface; (3) cutting edge technology, gateway to the world; (4) fantastic, flexible, functional, fun facilities at the heart of the community; (5) common, stable, creative public/private funding; (6) politically organized and coordinated; (7) coordinated continual learning for staff and patrons; and (8) real people, human touch is maintained and enhanced. Strategies and activities for libraries were developed for each of these common ground elements. Using information from the conference, the State Library has developed initiatives to lead the Idaho library community to its preferred future. (MES)

ED 433 853 IR 057 498

Nelson, Frank, Comp.
1998 Idaho Public Library Statistics and Library Directory. A Compilation of Input and Output Measures and Other Statistics in Reference to Idaho's Public Libraries, Covering the Period October 1, 1997 to September 30, 1998.
PUB DATE- 99
NOTE- 209p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Graphs; *Library Services; *Library Statistics; *Public Libraries; Tables (Data)
IDENTIFIERS- *Idaho; Output Measures for Public Libraries; *Performance Measures for Public Libraries

This report is a compilation of input and output measures and other statistics in reference to Idaho's public libraries, covering the period from October 1997 through September 1998. The introductory sections include notes on the statistics, definitions of performance measures, Idaho public library "homies") on the west side of Chicago was examined in an afrocentric ethnographic study. The study used three data collection methods: a survey (of respondents' definition of the word "mentor") administered at bus stops, elevated train stations, gyms, and libraries to approximately 100 college- and noncollege-educated African-American males; observation of African-American males in their neighborhoods (on street corners, in gyms, on playgrounds, in grocery stores); and in-depth interviews of African-American males who were receiving counseling services from the researcher. Fewer than 30 percent responded to the survey. Survey responses defined "mentor" with words like leader, friend, advisor, and God, and respondents indicated they understood the importance of being in mentoring positions. Four themes emerged from the interviews and participant observations: (1) the culture that gets defined becomes the one that is controlled; (2) "homies" will not travel from their neighborhood either physically or mentally; (3) "homies" have maintained and supported their roles as social outcasts by creating a subculture of gangs and drugs; and (4) in addition to isolating them from society, the culture created by "homies" denies them the tools to fight the system adequately. (Contains 116 references.) (MN)

ED 433 412 CE 079 069

Tait, Alan, Ed.; Mills, Roger, Ed.
The Convergence of Distance and Conventional Education: Patterns of Flexibility for the Individual Learner. Routledge Studies in Distance Education.
PUB DATE- 99
NOTE- 193p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; *Distance Education; Educational Change; Educational Technology; Ethics; Foreign Countries; Higher Education; Information Technology; Integrated Curriculum; Material Development; *Multimedia Instruction; Multimedia Materials; Online Systems; *Open Education; Program Design; Teaching Styles
IDENTIFIERS- Australia; United Kingdom; United States

These 14 essays address convergence--the breaking down of barriers between open and distance learning and conventional education, and the creation of more multimodal institutions. "Convergence of Distance and Conventional Education" (Tait, Mills) is an overview to the book. "Efficacy and Ethics of Using Digital Multimedia for Educational Purposes" (Chambers) considers whether it is ethical for an educational institution to promote digital modes of learning. "On Access" (Herman, Mandell) criticizes a largely pragmatic approach to adult higher education access and offers an alternative approach. "Introducing and Supporting Change Towards More Flexible Teaching Approaches" (Johnston) suggests steps for managing change. "Becoming Flexible" (Kirkpatrick, Jakupec) describes establishing flexible learning in a metropolitan Australian university. "Diversity, Convergence, and the Evolution of Student Support in Higher Education in the UK" (Mills) examines how diverse approaches converged to improve services to students and lead to new, imaginative ways of teaching and learning. "Convergence of Student Types" (Powell, McGuire, Crawford) examines how distance education systems are positioned to meet emerging student needs. "Canaries in the Mine?" (O'Rourke) argues that examining the impact of new technologies on women distance learners helps develop

VET in the Learning Age: The Challenge of Lifelong Learning for All. Volume 1.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 99
NOTE- 180p.; For volume 2, see CE 079 102.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Case Studies; Change Strategies; *Educational Change; Educational Demand; Educational Environment; *Educational Needs; Educational Objectives; *Educational Policy; Educational Technology; Foreign Countries; Government Role; Government School Relationship; *Lifelong Learning; Literature Reviews; Needs Assessment; Postsecondary Education; *Vocational Education
IDENTIFIERS- *Australia; Educational Marketing; *Learning Society

This study examined the implications of lifelong learning for vocational education and training (VET) in Australia. Data were collected from the following activities: literature review; consultations across Australia with stakeholders; case studies in five locations (Albury-Wodonga, Devonport, Ballarat, Newcastle, Canberra); investigations into developments in other Organization for Economic Cooperation and Development countries; and preparation of an interim report and discussion of that report at a national seminar in Sydney in November 1998. The study established that major changes in VET's socioeconomic environment have made it essential that the sector develop and implement coherent policies and strategies (such as the Learning City) to advance lifelong learning opportunities for all Australians. Specific actions to promote lifelong learning and help transform Australia into a learning society were recommended for the following entities: Ministerial Council on Employment, Education, Training and Youth Affairs; national and state/territorial governments; Australian National Training Authority; Department of Education, Training and Youth Affairs; National Centre for Vocational Education Research; industry associations; and VET institutions. (Contains 147 references and 23 tables/figures/exhibits. Appended are the following: glossary; project terms of reference; a report on the project seminar; project group members; overview of the case studies; and the report's recommendations and principal themes.) (MN)

ED 433 430 CE 079 102

Kearns, Peter; McDonald, Rod; Candy, Philip; Knights, Susan; Papadopoulos, George
VET in the Learning Age: The Challenge of Lifelong Learning for All. Volume 2: Overview of International Trends and Case Studies.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 99
NOTE- 89p.; For volume 1, see CE 079 101.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Case Studies; *Educational Needs; *Educational Practices; *Educational Trends; Foreign Countries; International Organizations; *Lifelong Learning; Needs Assessment; Postsecondary Education; Trend Analysis; *Vocational Education
IDENTIFIERS- *Australia; European Union; Information Age; *Learning Society

Trends in lifelong learning were examined through a review of the and Female Reproduction; Birth Defects, Genetics, and Heredity; Pregnancy; Stages of Prenatal Development; and Labor, Childbirth, and Postpartum Care. Unit IV, Growth and Development, has 15 lessons: Neonate-- Overview; Neonate-- Physical Safety; 3 lessons each for Infants, Toddlers, Preschoolers, and School-Age Children--Physical, Cognitive, and Social/Emotional; and Adolescence. Unit V, Decisions that Affect Children, has 11 lessons: Positive Guidance; 4 on Setting the Stage for Learning--Play, Reading, Creativity, and Media Influence; Health: Childhood Diseases; Health and Safety of Children--First Aid; Health and Wellness of Children: Nutrition; Selecting a Child Care Provider; Challenging Times; and Parenting Resources. Unit VI, Child Care Lab, has three lessons: Child Care Lab, Learning Centers/Room Arrangements, and Lesson Plans. Each lesson consists of some or all of these components: time; competencies; overview/summary; motivator; descriptions of 4-14 options and the competencies each covers; resource list; and materials for options: teacher and student information, transparency masters, worksheets, and answer keys. (YLB)

ED 433 448 CE 079 132

Hunger, Dean-Ellen, Ed.; Hancey, Helen-Louise; Hendrickson, Diane; Hicks, Camille; Munns, Barbara; Price, Barbara
Dynamics of Clothing I. Curriculum Guide. A Family and Consumer Sciences Education Course of Study for Grades 9-12.
PUB DATE- 97
NOTE- 537p.; For volume II, see CE 079 133.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Clothing; *Clothing Design; *Clothing Instruction; Competence; Course Content; Curriculum; Fashion Industry; High Schools; Home Economics; Learning Activities; Secondary Education; *Sewing Instruction; State Curriculum Guides; Teaching Methods
IDENTIFIERS- Family and Consumer Sciences; *Utah

This document is a six-unit curriculum guide for a high school (grades 9-12) course in clothing instruction. The units contain one to three lessons on the following topics: (1) psychology of clothing and appearance (role of clothing and clothing choices, personal grooming); (2) design principles (line and design, color); (3) construction preparation (patterns, fabrics, and notions; sewing tools and equipment; and construction preliminaries); (4) construction projects (construction and projects, and evaluation of projects); (5) clothing care and maintenance (laundry; dry cleaning, pressing, repairs); and (6) clothing consumerism (effective consumer skills). Each unit contains the following: objectives, concepts, competencies, learning activities, assessment and evaluation questions related to competencies, teacher background information, transparency masters, student activity guides, and teacher keys. The document concludes with 17 pages of clothing and textiles laboratory management techniques and other suggestions by teachers. (KC)

ED 433 449 CE 079 133

Hunger, Dean-Ellen, Ed.; Hancey, Helen-Louise; Hendrickson, Diane; Hicks, Camille; Munns, Barbara; Price, Barbara
Dynamics of Clothing II. Curriculum Guide. A Family and Consumer Sciences Education Course of Study for Grades 10-12.

discussion includes ethical as well as economic viewpoints. Starting from a cradle-to-grave definition of lifelong learning, it reviews the current learning culture in terms of specific principles, concluding that there has to be a fresh start, that a major shift in learning culture involving systems changes to induce the necessary cultural shift should take place. Economic prosperity and social coherence and inclusion are posited to be at the heart of this change, with action at three levels needed to achieve this goal: an effective overall strategy, radical changes in infrastructure, and new, more flexible approaches by suppliers in the learning marketplace. Examined are ways of thinking about learning processes, the time frames for learning, spaces and communications, and financial structures. Finally, suggestions are made for action at all three levels, without regard to resource constraints and political resistance. The book contains 167 references. (KC)

ED 433 466 CE 079 154

Boud, David, Ed.; Garrick, John, Ed.
Understanding Learning at Work.
PUB DATE- 99
NOTE- 238p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Learning; Cognitive Style; Competency Based Education; *Education Work Relationship; *Educational Needs; *Experiential Learning; Futures (of Society); Lifelong Learning; On the Job Training; Staff Development; Transfer of Training; *Work Experience

This book contains 14 articles on learning and work that focus on the following: (1) expectations about learning at work into the next century; (2) learning theories, practice, and performance implications; (3) the relationship between workplace learning and other forms of life-long education; (4) international developments in competency-based approaches to learning and assessment; and (5) the influence of language, power, culture, and gender upon the construction of learning. The following articles are included: "Understandings of Workplace Learning" (David Boud, John Garrick); "The Changing Contexts of Work" (Catherine Casey); "Learning to Work and Working to Learn" (Ronald Barnett); "New Dimensions in the Dynamics of Learning and Knowledge" (Judith Matthews, Philip Candy); "Finding a Good Theory of Workplace Learning" (Paul Hager); "Past the Guru and up the Garden Path: The New Organic Management Learning" (David Beckett); "Gendered Workers and Gendered Work: Implications for Women's Learning" (Belinda Probert); "Culture and Difference in Workplace Learning" (Nicky Solomon); "Technologising Equity: The Politics and Practices of Work-Related Learning" (Elaine Butler); "Guided Learning at Work" (Stephen Billett); "Is Learning Transferable?" (Mark Tennant); "Competency-based Learning: A Dubious Past--An Assured Future?" (Andrew Gonczi); "Envisioning New Organizations for Learning" (Victoria Marsick, Karen Watkins); and "The Dominant Discourses of Learning at Work" (John Garrick). (KC)

ED 433 467 CE 079 155

Halliday, John, Ed.
Values in Further Education.
PUB DATE- 98
NOTE- 51p.
LANGUAGE- English

ED 433 487 CG 029 462

Haggerty, Kevin; Kosterman, Rick; Catalano, Richard F.; Hawkins, J. David
Preparing for the Drug Free Years. Juvenile Justice Bulletin.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, MD.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alcohol Abuse; Behavior Problems; Curriculum Research; *Delinquency Prevention; Drug Abuse; *Early Adolescents; *Family Programs; Family Relationship; Intermediate Grades; *Parent Child Relationship; *Parenting Skills; Social Problems; Violence
IDENTIFIERS- Juvenile Justice Delinquency Prevention Office

Preparing for the Drug Free Years (PDFY) is a family intervention program that seeks to help parents avoid specific parenting practices that increase the risk for adolescent problem behaviors and to increase practices that are likely to enhance family communication and bonding. The PDFY curriculum is designed for universal application and has been used and adapted with a broad range of various socioeconomic and cultural backgrounds while targeting parents of children in grades four through seven. This issue of the Bulletin provides an overview of the PDFY parenting program and summarizes the results of studies of the program. The studies provide evidence that the PDFY program is appropriate for general and diverse populations and that it can be successfully disseminated. These studies also show that PDFY improves parenting practices in ways that reduce risk factors and enhance protective factors for adolescent problem behaviors. (Contains 15 references and 5 annotated web sites.) (GCP)

ED 433 488 CG 029 463

Diemer, Matthew A.
Youth of Color and Identity Development: The Impact of Socioeconomic Status.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Achievement Rating; *Adolescents; *Blacks; *Cross Cultural Studies; *Educational Status Comparison; *Family Influence; North American Culture; Racial Identification; Self Concept; Socioeconomic Influences; *Socioeconomic Status; Whites; Youth
IDENTIFIERS- *African Americans

When the identities of youth of color have been studied (especially African Americans), several problematic practices have been employed. Racially, African American youth have been compared to a "standard" of White American youth. From the perspective of social class, poor African American youth have been compared to the "standard" of middle class. Additionally, the experiences of poor African Americans have been overinterpreted to represent the experience of all African Americans. What is needed are fair comparisons--both on the

PUB DATE- 99
NOTE- 104p.; "With comments by Reid Lyon, David Grissmer, and the National Institute for Literacy."
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Educational Policy; Grade 4; Grade 8; *High Achievement; *Instructional Effectiveness; Intermediate Grades; Professional Development; *Reading Achievement; Secondary Education; State School District Relationship; Teaching Methods
IDENTIFIERS- *Connecticut; Connecticut Mastery Testing Program; National Assessment of Educational Progress; State Reading Assessments

A case study analyzed Connecticut's state-level and district-level policies and practices related to its high level of reading achievement. Data from the National Assessment of Educational Progress (NAEP) and Connecticut's statewide test were analyzed; state and local policies were identified through interviews. Results indicated: on the 1998 NAEP, Connecticut reading achievement is the highest and, since 1992, the most improved in the country; and state education policies and local policies and practices are associated with the state's continuing improvement. Educators in the communities that made the most improvement on the state test reported they were helped by three state policies: (1) detailed information on student performance was used to monitor performance and improve instruction; (2) additional resources were provided to the state's neediest districts; and (3) an infrastructure was in place to encourage quality teaching. Local policies in districts showing greatest improvement included providing special analyses of state test results; providing extra time for reading; and making available professional development time. Classroom teaching approaches used in the most improved districts include instruction in phonemic awareness; use of different kinds of reading materials for varying instructional needs; a balance of word attack skills and comprehension; reciprocal reinforcement of reading, writing, and spelling; and early identification of students with delayed reading skills and provision of intensive interventions. Contains 22 notes and 31 references, and 12 tables and 9 figures of data. Appendixes contain a list of persons interviewed; state-level policies enacted between 1996 and 1999; a sample Degrees of Power reading passage; a sample parent report for Degrees of Power Test with recommended books and activities; and a core curriculum for teacher candidates. (RS)

ED 433 507 CS 216 849

NAEP 1998 Writing Report Card Highlights.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 18p.; Printed originally in 8.5 inch by 17 inch "tabloid" format. This copy specially obtained in 8.5 inch by 11 inch format. For the entire report covering the nation and the states, see CS 216 850. For the 40 separate reports for 36 states, the District of Columbia, Department of Defense Dependent Domestic Schools, Department of Defense Dependent Overseas Schools, and the Virgin Islands, see CS 216 851-890.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Grade 12; Grade 4; Grade 8;

Jerry, Laura J.; Ballator, Nada
NAEP 1998 Writing State Report for Massachusetts.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 46p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 216 850. For highlights of the full report, see CS 216 849. For the 40 separate reports for 36 states, the District of Columbia, Department of Defense Dependent Domestic Schools, Department of Defense Dependent Overseas Schools, and the Virgin Islands, see CS 216 851-890.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 8; Junior High Schools; *National Competency Tests; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results; *Writing Achievement; Writing Research
IDENTIFIERS- *Massachusetts; National Assessment of Educational Progress; State Writing Assessments

In 1998 for the first time, the NAEP (National Assessment of Educational Progress) administered a writing assessment at the state level. This report describes the writing achievement of Massachusetts eighth-grade students and compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments). In Massachusetts, 2399 students from 92 public schools and 263 students from 15 nonpublic schools were assessed. The writing assessment questions asked for three major kinds of writing: some required narrative, some informative, and some persuasive writing. Each student who participated in the state assessment was given two questions and had 25 minutes to respond to each question. The questions asked students to write in a variety of forms, such as essays, letters, stories, as well as to a variety of audiences, such as teachers, other students, and school boards. The distribution of writing results and writing achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' educational level, free/reduced-price lunch program eligibility, and type of location). The average writing proficiency of eighth-grade public school students in Massachusetts on the NAEP writing scale was 155 compared to 148 nationwide. (RS)

ED 433 524 CS 216 866

Jerry, Laura J.; Ballator, Nada
NAEP 1998 Writing State Report for Minnesota.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 44p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 216 850. For highlights of the full report, see CS 216 849. For the 40 separate reports for 36 states, the District of Columbia, Department of Defense Dependent Domestic Schools, Department of Defense Dependent Overseas Schools, and the Virgin Islands, see CS 216 851-890.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports -

Washington, DC.
PUB DATE- 99
NOTE- 44p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 216 850. For highlights of the full report, see CS 216 849. For the 40 separate reports for 36 states, the District of Columbia, Department of Defense Dependent Domestic Schools, Department of Defense Dependent Overseas Schools, and the Virgin Islands, see CS 216 851-890.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 8; Junior High Schools; *National Competency Tests; Public Schools; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results; *Writing Achievement; Writing Research
IDENTIFIERS- National Assessment of Educational Progress; State Writing Assessments; *Virginia

In 1998 for the first time, the NAEP (National Assessment of Educational Progress) administered a writing assessment at the state level. This report describes the writing achievement of Virginia eighth-grade students and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). In Virginia, 2605 students from 103 public schools were assessed. The writing assessment questions asked for three major kinds of writing: some required narrative, some informative, and some persuasive writing. Each student who participated in the state assessment was given two questions and had 25 minutes to respond to each question. The questions asked students to write in a variety of forms, such as essays, letters, stories, as well as to a variety of audiences, such as teachers, other students, and school boards. The distribution of writing results and writing achievement level results are provided for subpopulations of students (gender, race/ethnicity, parents' students' reports of educational level, free/reduced-price lunch program eligibility, and type of location). The average writing proficiency of eighth-grade public school students in Virginia on the NAEP writing scale was 153 compared to 148 nationwide. (RS)

ED 433 541 CS 216 883

Jerry, Laura J.; Ballator, Nada
NAEP 1998 Writing State Report for Washington.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 46p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 216 850. For highlights of the full report, see CS 216 849. For the 40 separate reports for 36 states, the District of Columbia, Department of Defense Dependent Domestic Schools, Department of Defense Dependent Overseas Schools, and the Virgin Islands, see CS 216 851-890.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 8; Junior High Schools; *National Competency Tests; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results; *Writing Achievement; Writing Research

Study of the Synergy Among Ad Attention, Promotional Offers and the Use of Grocery Buyer Cards in Building Customer Loyalty" (Mary Alice Shaver, Hyun-Seung Jin, and Carol Pardun); "The Effect of Idiocentrism and Involvement on Attitude, Cognition and Behavioral Intention with Respect to AIDS Appeal Types" (Mohan Jyoti Dutta); "Recall, Liking and Creativity in TV Commercials: A New Approach" (Gerald Stone, Donna Besser, and Loran Lewis); and "The Presence of Nostalgia in Television Commercials" (Wendy Martin and Wei-Na Lee). (RS)

ED 433 559 CS 510 140

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (82nd, New Orleans, Louisiana, August 3-8, 1999). Advertising, Part 2.
PUB DATE- 99
NOTE- 231p.; For other sections of this proceedings, see CS 510 132-153.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Advertising; *Athletics; Comparative Analysis; Content Analysis; Cultural Differences; Foreign Countries; Global Approach; Higher Education; International Trade; *Internet; Newspapers; Periodicals; *Sex Role
IDENTIFIERS- China; South Korea; *Sponsors; Taiwan

The Advertising, Part 2 section of the Proceedings contains the following 8 papers: "Made in Taiwan and the U.S.A.: A Study of Gender Roles in Two Nations' Magazine Advertisements" (Kim E. Karloff and Yi-ching Lee); "The Impact of Culture on Political Advertising: A Comparison between the U.S. and Korean Newspaper Ads" (Chun-Sik Kim and Yoo-Kyoung Kim); "A Content Analysis of Internet Banner Advertising: Focusing on Korean and U.S. Cultural Differences" (Hwi-Man Chung and Euijin Ahn); "Sneak Attack: Exploring the Effects of Nike and Reebok Sponsorship on Two College Athletic Programs" (Jan S. Slater and Carla V. Lloyd); "Qualitative Evaluation of Print Ads by Assessors Using the Creative Product Semantic Scale" (Alisa White Coleman and Bruce L. Smith); "A Study of the Facets of the 'Country-of-Origin' Image and Its Comparison among Different Countries" (Jang-Sun Hwang); "International Advertising Strategies in China--A Worldwide Survey of Foreign Advertisers" (Jiafei Yin); and "Does Reputation Management Reap Rewards? A Path Analysis of Corporate Reputation Advertising's Impacts on Brand Attitudes and Purchase Decisions" (Jongmin Park, Lisa Lyon, and Glen T. Cameron). (RS)

ED 433 560 CS 510 141

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (82nd, New Orleans, Louisiana, August 3-8, 1999). International Communication, Part 1.
PUB DATE- 99
NOTE- 263p.; For other sections of this proceedings, see CS 510 132-153.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Development Communication; Foreign Countries; Higher Education; *International Communication; *International Relations; *Internet; Journalism Education; *Newspapers; Public Relations; War
IDENTIFIERS- Bosnia and Herzegovina; Chile; China; Croatia;

1989. These reforms shifted substantial financial and administrative responsibilities from the former Department of Education and Education Boards to staff and trustees at individual schools. The findings are presented in 18 chapters: "School Self-Management--Change and Continuity," "Survey Design and Analysis," "Buildings and Equipment," "Funding," "Staffing," "School Board Composition," "Professional Development and Training," "Advice, Information, and Support," "Workloads, Morale, and Satisfaction," "Parental Involvement, Contact, and Satisfaction with Their Child's School," "Roles and Relationships at the School," "Schools and Government," "Curriculum and Assessment," "Policy and Provision--Integration, Competition, and Choice," "The Impact on Learning," "Does Decentralisation Change the Picture for Disadvantaged Students?" "Issues," and "Self-Managing Schools: What Have We Learnt?" Among the findings was the dramatic increase, compared to previous surveys, of the percentage of principals who believed that government funding for their school was inadequate. Staffing at the schools and finding suitable teachers were also perceived as problems. On the plus side, 82 percent of parents surveyed were generally happy with the quality of their child's schooling. Three appendices list the characteristics of survey responses and other information. (Contains 34 references and 89 tables.) (RJM)

ED 433 578 EA 029 531

Wallace, Mike
Mutual Parasitism and Symbiosis: Interaction between Media Professionals and Sources with a Stake in Education Policy.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Educational Administration; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Mass Media Effects; Mass Media Role; News Media; *Policy Formation; School Administration

This paper explores ways in which the press influences the generation and implementation of education policy. An associated purpose was to conceptualize an education policy that incorporates the media's role. The paper is divided into four parts. First, it outlines the details of the research design and the conceptual framework for the study. It then offers a brief account of the structure of the British media which affects interaction between media professionals and frequent sources. Third, the findings are discussed, which portray how media professionals and frequent sources interact in pursuing an interest common to their group but whose guiding values and sophistication of approach are contingent on contextual factors. Examples of such interactions reveal how the interest of media professionals and frequent sources may be harmonious or conflictual according to the situation. Finally, a question is raised over the consequences of this sometimes symbiotic, sometimes parasitic, relationship as regards the quality of the education policy process. Symbiotic interaction occurred when both partners pursued the elements of their group interest within the area of overlap. Parasitic interaction resulted when one partner pursued some portion of the group interest that was incompatible with that of the other partner.

Country School: A Progressive Paradigm" (S.F. Semel); (5) "The Lincoln School of Teachers College: Elitism and Educational Democracy" (J. M. Heffron); (6) "The Dalton School: The Transformation of a Progressive School" (S. F. Semel); and (7) "Building a New Deal Community: Progressive Education at Arthurdale" (D. Perlstein and S. Stack). Part 2, "Schools of Today," features five chapters: (1) "Closing the Door on Open Education: Butterfield School" (A. Zilversmit); (2) "A Small School Grows Up: The Free Union Country School" (M. Bushnell); (3) "A School That Really Works: Urban Academy" (M. A. Raywid); (4) "A New Vision in Progressive Public Education: The Story of the W. Haywood Burns School" (C. McCallister); and (5) "Progressive Education: Lessons from the Past and the Present" (S. F. Semel and A. R. Sadovnik). (Contains an index.) (RJM)

ED 433 598   EA 030 012

Safe Schools: Unified Emergency Contingency Plan for Schools.
PUB DATE- 99
NOTE- 53p.; Title page varies slightly from cover page.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Crime Prevention; Elementary Secondary Education; *Guidelines; Risk Management; *School Policy; School Safety; *School Security; Student Welfare; Violence
IDENTIFIERS- *Illinois

This contingency plan is intended to stimulate emergency planning and provide an organizational tool for Illinois schools to use in the development of individual emergency plans. It may accommodate and complement a school's current contingency plan and will allow for the inclusion of additional material concerning school safety. It is intended as a basis upon which a school can build a complete and comprehensive plan to address a myriad of emergency/crisis/disaster situations. The guide opens with a list of points of contact and contingency-plan goals. It offers information on establishing contingency-plan goals, a school-safety tip line, crisis-management plans, crisis warning codes, and emergency communications. The second section provides information on emergencies and is grouped by topics: abduction, after-hours emergency, bomb threat, civil disturbance/student uprising/gangs, fire/explosion, hostage/barricaded subject, intruder in the building, natural disasters, threat of violence, and weapons possession/armed offender. Numerous suggestions for security issues are also offered, including school facility security, a school security assessment checklist, a security measures implementation survey, a school facility security assessment checklist, overview of school crime, high risk behavior, identifying high risk students, and predicting violent juvenile behavior. (RJM)

ED 433 599   EA 030 014

Sinclair, Beth
Report on State Implementation of the Gun-Free Schools Act: School Year 1997-98. Final Report.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC.; Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 99
NOTE- 90p.

government. This need for adjustments signaled that the government was moving more quickly than the education system could reasonably be required to respond. (RJM)

ED 433 618 EA 030 036

Davidson, Betty M.; Taylor, Dianne L.
Examining Principal Succession and Teacher Leadership in School Restructuring.
PUB DATE- 99
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Educational Change; Elementary Education; *Instructional Leadership; Organizational Change; *Principals; Rural Schools; *School Restructuring; Teachers
IDENTIFIERS- Accelerated Schools; *Principal Succession

This report is based on a study that examined the effect of changing principals during a restructuring process. Data were collected at two rural elementary schools in a midsouthern state that had participated in the Accelerated Schools Project. The project's effectiveness was threatened by frequent principal succession at both schools. The schools were in different districts: one school included grades 3 through 6, and the other, pre-K through second. An interview protocol of 10 items explored teachers' perceptions regarding the characteristics of the school prior to initiation of the accelerated schools process, and the effects that principal succession had on the process, including teacher leadership. A protocol of five items guided the principal interviews and investigated principals' perceptions about coming to a school already involved in a restructuring process, including what they found to be particularly easy and difficult about assuming the principalship at a school where teachers had been trained in leadership roles. The results suggest that strong teacher leadership can mitigate the effects of a bad fit, at least for a short time. At neither school did changes in principals destroy the restructuring process. However, a strong match between the principal and the school's culture is of utmost importance. (Contains 15 references.) (RJM)

ED 433 619 EA 030 037

Weiss, Suzanne
Youth Violence. The Progress of Education Reform 1999-2001.
SPONS. AGENCY- General Electric Foundation, Ossining, NY.
PUB DATE- 99
NOTE- 5p.; For the 1998 report, see EA 029 654.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Welfare; Early Intervention; Educational Change; Elementary Secondary Education; Preschool Education; *Prevention; Service Learning; Student Welfare; *Violence; *Youth Problems

This article examines three strategies that seem to hold particular promise in addressing the root causes of aggressive, violent behavior among young people. These strategies are improved health and counseling services for expectant and new

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Services; Elementary Secondary Education; *Emotional Disturbances; Integrated Services; *Marketing; *Mental Health Programs; *Needs Assessment; *Participant Satisfaction; State Surveys
IDENTIFIERS- *Vermont

This paper presents results of a customer satisfaction survey of Vermont elementary and secondary public schools concerning satisfaction with mental health services during the 1996-97 school year. Analysis of completed questionnaires (N=233) are interpreted from a marketing perspective. Findings are reported for: (1) treated prevalence of emotional behavioral disorders (the market); (2) providers of mental health services (the competition); (3) types of services received (product lines); (4) consumer satisfaction (customer satisfaction); and (5) school characteristics (market segmentation). Findings indicate that there is a substantial unmet need for mental health services in schools, that expansion of existing "product lines" (especially home-school coordination) has the greatest potential for success, that marketing efforts should stress service quality rather than costs, and that the greatest potential for growth for community mental health programs is in poorer school districts and outlying towns. The paper concludes that standard consumer/customer satisfaction surveys can provide children's mental health program administrators with valuable information concerning potential demand for services, suggested marketing strategies, and promising market segments. (DB)

ED 433 637 EC 307 382

Eber, Lucille; Rolf, Karen; Sullivan, Mary Pat
School-Based Systems of Care: Early Intervention and Day Treatment Examples from Illinois.
PUB DATE- 98
NOTE- 8p.; In: Chapter 3, "School Based Approaches," of Proceedings of the Annual Research Conference, A System of Care for Children's Mental Health: Expanding the Research Base (11th, Tampa, FL, March 8-11, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- At Risk Persons; Clinical Diagnosis; *Early Intervention; Elementary Secondary Education; *Emotional Disturbances; Evaluation Methods; *Integrated Services; *Mental Health Programs; *Outcomes of Treatment; Program Evaluation
IDENTIFIERS- Illinois

This paper evaluates two locally driven, school-based programs in Illinois that use a system of care approach to provide services for children and adolescents with, or who are at risk for, developing emotional or behavioral disturbances. These sites included a mental health early intervention pilot program in an elementary school setting, and a day treatment program established by a local school district. Students in the public school program or a private school program for similar students were evaluated at baseline and 1 year later. The majority of students were identified as having a primary behavioral disability; about half the youth had legal charges; and most common risk factors included below grade-level achievements and frequent suspensions/expulsion/truancy. No significant differences between students in the private day placement and

Education; *Inclusive Schools; Mainstreaming; Preservice Teachers; Self Efficacy; *Self Evaluation (Individuals); Student Attitudes; Surveys; *Teacher Attitudes
IDENTIFIERS- Singapore

This study evaluated the attitudes and beliefs of 68 undergraduate preservice teachers in the fourth year of a teacher training program at the National Institute of Education (Singapore). The preservice teachers completed a survey of attitudes toward different assumptions of inclusion, perceptions of self-efficacy, and competence. Results suggest that respondents saw integration of these children as "desirable" but not "feasible." Respondents indicated that, in order to teach children with disabilities in regular classes, they would need help in behavior management, teaching strategies, classroom planning, and curriculum adaptation. Teachers' attitudes were affected by such variables as efficacy, perceived competency in behavior management and teaching, and special education knowledge. The study's findings are detailed in 14 tables. (Contains 35 references.) (DB)

ED 433 656 EC 307 401

Hellerman, Susan B., Ed.
Imagine...Opportunities and Resources for Academically Talented Youth, 1994-1995.
PUB DATE- 94
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academically Gifted; *Acceleration (Education); Cultural Awareness; Humanities; Mathematics; Science Education; Second Languages; Secondary Education; Standardized Tests; Student Attitudes; Student Evaluation; Study Abroad; Summer Programs; Technology Education

This document consists of the five consecutive issues of the journal "Imagine..." published during volume year 2. Typical journal articles cover teaching academically talented secondary students in the following focus areas: (1) mathematical problem solving; (2) the humanities; (3) academic summer programs; (4) science and technology; and (5) foreign languages and study abroad. Sample articles are: "The Joys of Mathematical Problem Solving & Competitions" (Harold B. Reiter); "Math Clubs: An Alternative to Contests" (Ashley Reiter); "Mathcounts: A Coach's Perspective" (Susan Collins); "In the Balance: Acceleration: Evaluating the Controversy over Higher-Speed Education" (Lesley Mackay); "On Public Speaking" (Steven Shepard); "In the Balance: Reconciling Feminist and Multicultural Awareness with Academic Programming in Schools" (Lesley Mackay); "More about the International Baccalaureate" (Wayne Parker); "Why Spend Part of Your Summer Back in the Classroom?" (Amanda Claybaugh); "National Journalism Scholars Academy" (Jennifer White); "Penn Summer Academy in Communication Studies" (Susannah Batko Yovino); "Looking for a Challenge? Try a College Course" (Katy Wischow); "Science Olympiad" (Danny Yavuzkurt); "Research Science Institute: Combining Academic Stimulation with Intense Socialization" (Lauren Williams); "Putting Your Summer Job To Work" (Edwin Foo); "Computer Science: Combining Verbal and Mathematical Skills" (Brian Milch); "In the Balance: Standardized Achievement Testing: Why We Need It, and What It Can and Cannot Do" (Lesley Mackay); "Why Become Proficient in a Foreign Language?" (William G. Durden); "Making Your Overseas Experience Worthwhile" (Leslie Mackay); "A Design of Love"

NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Construction Materials; *Facility Guidelines; Facility Improvement; *Facility Planning; High Schools; *Track and Field
IDENTIFIERS- *Athletic Facilities

This buyers guide provides information on needs assessment, buying options, and decision making tips when acquiring a new school athletic track. Among the topics covered are developing a budget, choosing a site selection, choosing a track surface, developing working specifications, and selecting a contractor. Also explored is the question of hiring a consultant to assist in planning, building, or renovating a track facility. A sample track layout is included. Lists of information sources, design professionals, and related publications conclude the guide. (GR)

ED 433 675 EF 005 374

Gillis, John, Ed.
NFHS Court and Field Diagram Guide.
PUB DATE- 98
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Athletic Fields; Athletics; *Diagrams; *Facility Guidelines; High Schools; Recreational Activities; Resources
IDENTIFIERS- *Athletic Facilities

This guide contains a comprehensive collection of diagrams and specifications of playing fields and courts used in interscholastic and recreational sports, along with information on how to set up various formats of tournament drawings, how to compute golf handicaps, and how to convert metric-to-English distances. Lists are provided of national sports governing bodies for Olympic/Pan American sport organizations, affiliated sport organizations, armed forces sport organizations, community-based multisport organizations, and disabled and education-based multisport organizations. Final chapters present the addresses of sports records centers and scoring tables for boys decathlon and heptathlon events. (GR)

ED 433 676 EF 005 375

Banke, Ron; Di Gennaro, Guy; Ediger, Rick; Garner, Lanny; Hersom, Steve; Miller, Jack; Nemeth, Ron; Petrucelli, Jim; Sierks, Donna; Smith, Don; Swank, Kevin; West, Kevin
Track Construction Manual.
PUB DATE- 96
NOTE- 121p.; Contributing organizations are the International Amateur Athletic Federation, National Federation of State High School Associations, National Collegiate Athletic Association, and USA Track & Field.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

language students are students who speak another language (in this case Spanish) as their first language either because they were born in another country or because their families speak another language at home. The entrance of these heritage language students into Spanish foreign language classes places huge demands on teachers, particularly at the secondary and postsecondary levels. As a result, a number of secondary schools, colleges, and universities in states with large Hispanic populations are offering Spanish courses tailored to the needs of Spanish speaking students. These courses offer Spanish as an academic subject to students who have some level of exposure to Spanish from their home environment. The digest discusses the need for these special courses; the characteristics of students who participate in Spanish for native speakers (SNS) courses; the goals of SNS instruction, including language maintenance, expansion of the bilingual range, acquisition of the prestige variety, and transfer of literacy skills; evaluation of the goals of SNS instruction; and resources for SNS professionals. (Contains 14 references.) (VWL)

ED 433 697 FL 025 911

De Houwer, Annick
Two or More Languages in Early Childhood: Some General Points and Practical Recommendations. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Bilingualism; *Child Language; *Family Environment; Foreign Countries; *Language Acquisition; *Language Attitudes; Language Impairments; *Language Usage; Multilingualism; Second Language Learning; Young Children
IDENTIFIERS- ERIC Digests

People have strong ideas about children growing up with a second or third language. These ideas influence how they look at other people's children, and influence how professionals such as teachers, doctors, and speech therapists advise parents of children growing up bilingually. This digest seeks to dispel some of the myths about children growing up bilingually and offers suggestions that can help children become fluent users of two or more languages. The following issues are addressed: (1) a bilingual environment is most often a necessity, not a choice; (2) hearing two or more languages in childhood is not a cause of language disorder or language delay; (3) children's use of two languages within one sentence is not a sign of confusion; and (4) children do not just "pick up" a language; they need a strongly supportive and rich environment. Recommendations for parents, resources for bilingual families, and resources on bilingualism and bilingual acquisition, are included. (VWL)

ED 433 698 FL 025 927

Sjoholm, Kaj, Ed.; Bjorklund, Mikaela, Ed.
Content and Language Integrated Learning: Teachers' and Teacher Educators' Experiences of English Medium Teaching. Publication No. 4.

*Interpersonal Communication; Listening Comprehension; Recreational Activities; *Second Language Learning; Skill Development; *Speech Skills; Surveys
IDENTIFIERS- Indiana University Bloomington

A study investigated the out-of-class learning experiences of non-native speakers of English, and the impact of the experiences on the individuals' second-language conversation skills. Subjects were eight international students enrolled in an intensive English-as-a-Second-Language (ESL) program at Indiana University, Bloomington. Data were gathered through structured interviews. Results indicate that most of the subjects relied heavily on independent leisure activities to improve their English conversational skills, and thought some of the activities had a positive effect on their conversation skills, particularly listening comprehension. It is suggested that since all types of leisure activities do not work for all learners, ESL teachers should assist students in identifying appropriate activities. In addition, use of English during these leisure activities should occur with enough guidance to prevent fossilization of bad language habits. The transcript of one interview is appended. Contains 13 references. (MSE)

ED 433 716 FL 025 973

Burkart, Grace Stovall, Ed.
Modules for the Professional Preparation of Teaching Assistants in Foreign Languages.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 328p.; For individual modules, see FL 025 974-983.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *College Instruction; *Cultural Awareness; Curriculum Design; Educational Research; Grammar; Higher Education; Language Research; *Language Teachers; Language Tests; Learning Strategies; Listening Skills; Oral Language; Reading Instruction; *Second Language Instruction; Second Languages; Student Evaluation; Teacher Education; *Teaching Assistants; Teaching Methods; Writing Instruction

The series of ten instructional modules is designed for the training of graduate teaching assistants (TAs) in college-level second language instruction. The modules are written by authors with a professional interest in the professional preparation of teachers who are experienced in the design and preparation of materials for language teaching. The authors assume a generally communicative approach, and call on the TAs to reflect on their own teaching experiences. Modules include: "Beyond TA Training: Developing a Reflective Approach to a Career in Language Education" (Celeste Kinginger); "Research and Language Learning: A Tour of the Horizon" (Ken Sheppard); "Teaching Learning Strategies to Language Students" (Anna Uhl Chamot); "Alternative Assessment in the Language Classroom" (Diane J. Tedick, Carol A. Klee); "Grammar in the Foreign Language Classroom: Making Principled Choices" (Patricia Byrd); "Listening in a Foreign Language" (Ana Maria Schwartz); "Spoken Language: What It Is and How To Teach It" (Grace S. Burkart); "Reading in the Beginning and Intermediate College Foreign Language Class" (Heidi Byrnes); "Writing in the Foreign Language Curriculum: Soup and (Fire)crackers" (Diane Musumeci);

reduction, and disease prevention; illness and disease management; information and health care technologies; ethics; human diversity; global health care; and health care systems and policy. Finally, role development involves roles as: provider of care, designer/manager/coordinator of care, and member of a profession. The final two sections address teaching methodologies and future directions. Three appendices identify individuals and institutions involved in the Nursing Skills Project. (Contains 55 references.) (DB)

ED 433 736 HE 032 268

Innovations in Master's Nursing Education: New Ways of Learning for the Marketplace. Proceedings of the American Association of Colleges of Nursing Annual Conference on Master's Education (7th, San Antonio, Texas, December 4-6, 1997).
PUB DATE- 98
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Change Strategies; Curriculum Development; Educational Change; *Educational Innovation; Faculty Development; Higher Education; *Masters Programs; *Nursing Education; Professional Education; Teaching Methods

This proceedings document presents eight papers given at a 1997 conference on nursing education at the master's degree level. The papers are: (1) "Reality of the Marketplace for Advanced Practice Nursing" (Mary Elizabeth Mancini); (2) "Providing Faculty with the Skills to Teach in a Changing World" (Diane Skiba); (3) "Charting New Territory: Innovative Delivery of a Master's Level Family Nurse Practitioner Program Using the World Wide Web" (O. T. Wendel, Joan Cobin, Karen Hanford, and Jerry Kellogg); (4) "The Essentials of Master's Nursing Education: Where Are We?" (Barbara Tucker and Jan Maville); (5) "Restructuring Master's Education: A Contemporary and Unique Model" (Linda J. Miers); (6) "A Model for Design of a Master's Program with an FNP Track" (Diane Young); (7) "Managed Care Curriculum: An Essential Component of Core Curriculum" (M. Susan Emerson); and (8) "Evolving Roles for Advanced Practice Nurses in the Marketplace" (Julie MacDonald). (Individual papers contain references.) (DB)

ED 433 737 HE 032 269

MacFarland, Thomas W.
Matriculation Status of Fall Term 1993 Farquhar Center for Undergraduate Studies Students by the Beginning of Fall Term 1998: Campus-Based Students and Distance Education Students by Site.
PUB DATE- 99
NOTE- 18p.; For a related document, see HE 032 273.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; College Outcomes Assessment; *Distance Education; Educational Attainment; Graduation; Higher Education; Program Effectiveness; *School Holding Power; *Undergraduate Students; Undergraduate Study
IDENTIFIERS- *Nova Southeastern University FL

This study compared the progress of 3,300 undergraduate students at Nova Southeastern University (Florida), of whom 2,410 were campus-based and 890 were distance education students. The study population consisted of all Fall Term 1993 Farquhar

This paper presents a model for analyzing and drawing inferences from pre- and post-assessment data that are not as clean as might be desired. The model was applied to comparison of freshman and senior scores on the Academic Profile and Short Form at Cardinal Stritch University (Wisconsin). As of 1997-98, 891 pre-tests had been administered to new students and 514 post-tests to completing seniors. However, some seniors students were never post-tested, some students took the test more than once, and some students didn't take the test seriously. This study eliminated scores that were greater or less than two standard deviations from the gross means, then recalculated means and standard deviations. Then separate t-tests were compared: (1) pre- and post-test scores of students who had taken both tests (matched pairs); (2) scores of students who had taken only the pre-test or post-test (independent samples); and (3) comparisons of classic predictors of college success (college entrance exam scores, high school grades). Comparison of matched pairs indicated significant differences favoring the post-tests as did comparison of the independent samples. However, several predictor measures for pre-test takers were higher than for post-test takers, an unexpected finding for which possible interpretations are offered. (DB)

ED 433 757 HE 032 307

Heller, Donald E.; Laird, Thomas F. Nelson
Trends in the Use of Need-based and Non-need Financial Aid in American Colleges and Universities. AIR 1999 Annual Forum Paper.
SPONS. AGENCY- Association for Institutional Research.; Michigan Univ., Ann Arbor.
PUB DATE- 99
NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Grants; Higher Education; Low Income Groups; *Need Analysis (Student Financial Aid); No Need Scholarships; Private Colleges; Public Colleges; *Student Financial Aid; Student Needs; Trend Analysis
IDENTIFIERS- *AIR Forum; *National Postsecondary Student Aid Study

This study uses data from the National Postsecondary Student Aid survey to analyze the use of need-based versus non-need financial aid awarded by colleges and universities in 1989 and 1995. Descriptive and trend analyses were used to examine differences in the use of these types of aid among varying institutional types, and to examine how financial aid awards have changed for students from different income backgrounds. Key findings include: (1) while the number of need-based awards grew faster than non-need grants at all four-year institutions, the amount of the average non-need grant grew faster; (2) the growth in the number of need awards was greatest in public institutions and among high income students; (3) high income students increased their proportion of both total need and non-need grant dollars awarded between 1989 and 1995; and (4) important differences in the use of need and non-need awards were discovered among institutions from different Carnegie classifications. (Contains 16 references.) (Author)

ED 433 758 HE 032 308

legislation. The study examined number of degrees conferred, employment projections, and application of crosswalk data analysis to relate the two. Data on completed degrees were from the Integrated Post-Secondary Education Data System; employment projections based on Bureau of Labor Statistics data; and crosswalk data from the National Crosswalk Data Center. Application of the model yielded the general conclusion that existing programs in Alabama colleges and universities will probably meet the demand for most fast growing and high demand occupations requiring a baccalaureate degree through the year 2006. Among occupations where the supply is projected to meet or exceed demand are executives, registered nurses, elementary teachers, and accountants. Occupations where the supply may not meet demand include system analysts, special education teachers, operations research analysts, and computer engineers. Results suggest these data could be used for planning purposes, to aid in decision making, and as a catalyst for collaborative initiatives. (Contains 22 references.) (DB)

ED 433 777 HE 032 327

Inkster, B. Keith
Education after University: Degree Graduates in Vocational Programs. AIR 1999 Annual Forum Paper.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Graduates; *College Outcomes Assessment; Employment Opportunities; Foreign Countries; *Graduate Surveys; Postsecondary Education; Salaries; Student Attitudes; *Technical Education; Vocational Education
IDENTIFIERS- *AIR Forum; *British Columbia

This study compared completers of a postsecondary technology program in British Columbia based upon whether they had a university degree prior to entering the applied two-year technology training program. Program completers (n=1,053) were surveyed one year after completion and included nearly 300 university graduates. Subjects had also been surveyed on entering the program concerning previous postsecondary education, previous employment, and views on work and education. Analysis of survey responses found no significant differences between the two groups on such factors as "time to find job," "hours of work week," and "monthly salary". Only "age" was significantly different, a finding explained by the generally older age of those with prior university degrees. Degree holders, however, valued their university experience highly. (Contains 25 references and 4 tables.) (DB)

ED 433 778 HE 032 328

Walker-Marshall, Albertine; Hudson, Cathie Mayes
Student Satisfaction and Student Success in the University System of Georgia. AIR 1999 Annual Forum Paper.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Trends; Graduation; Higher Education; Hispanic Americans; Intercollegiate Cooperation; *Minority Groups; Selective Colleges; Shared Resources and Services
IDENTIFIERS- *AIR Forum

This study analyzed retention and graduation rates of entering minority group freshmen from the 1989-96 cohort at 232 diverse colleges and universities using data from the Consortium for Student Retention Data Exchange (CSRDE), which consistently have indicated that graduation rates are lower for underrepresented minority groups of blacks, Hispanics, and American Indians. Findings are reported for: first-time freshman population, fall 1989 to fall 1996; retention rate by race; graduation rate by race; graduation rates and institutional selectivity; classification of CSRDE institutions by selectivity; enrollment of underrepresented minorities; and graduation rates of underrepresented minorities and institutional selectivity. Major findings indicated that: (1) minority participation in higher education increased at a faster pace than participation by whites; (2) retention and graduation rates were static over time; (3) retention and graduation rates were lower for the underrepresented minority groups of blacks, Hispanics, and American Indians; (4) minority enrollment tended to concentrate disproportionately in the less selective institutions; and (5) graduation rates were higher for the more selective institutions. Results for other studies of educational attainment of underrepresented minorities are reviewed in terms of precollege academic preparedness; high school completion rates; proficiency in reading, mathematics, and science; college admissions test scores; and college enrollment rates. (Contains 23 references.) (DB)

ED 433 796 HE 032 346

Lam, Lap-Pun T.
Assessing Financial Aid Impacts on Time-to-Degree for Nontransfer Undergraduate Students at a Large Urban Public University. AIR 1999 Annual Forum Paper.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Bachelors Degrees; Grants; Higher Education; Persistence; Public Colleges; *Student Employment; *Student Financial Aid; *Student Loan Programs; *Time to Degree; *Undergraduate Students; Undergraduate Study; Urban Schools
IDENTIFIERS- *AIR Forum

This study examined the relationship between the time taken to obtain a baccalaureate degree and the type of financial aid received and/or student employment. Institutional data were analyzed for 4,403 nontransfer students attending a large urban public university. Data sets analyzed included: a longitudinal student master file, the undergraduate student persistence files, the student financial assistance data files, and the university's payroll files. Students were classified into eight subgroups based upon sources of financial support. Results indicated that: (1) students in the "loans only" subgroup took the least registered time to complete their programs; (2) students who received gift aid and were employed had the shortest elapsed time-to-degree and their academic performance

ED 433 815   IR 057 445

Biddiscombe, Richard
Managing the New Learning Agenda in a Converged Service Environment.
PUB DATE- 99
NOTE- 7p.; In: The Future of Libraries in Human Communication: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Chania, Greece, May 17-21, 1999) Volume 19; see IR 057 443.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Cooperative Programs; Faculty Development; Foreign Countries; Higher Education; Information Technology; Librarians; Library Administration; *Library Development; *Library Role; *Library Services; Lifelong Learning; Training
IDENTIFIERS- University of Birmingham (England)

This paper describes the increasingly dynamic involvement of information professionals in the learning and teaching process in higher education. The converged service model at the University of Birmingham (United Kingdom) is described. Established in 1995, the converged service brought the university library, computing service, television service, learning accommodation, and printing service together into one organization. Split into five vertical divisions, it operates in the following way: (1) Public Services administers traditional library services, including lending, reference, and the publications program; (2) Information Computing and Support runs the centralized computing service, including the central mail service, campus network, licensing agreements, and computer development work; (3) Planning and Administration includes personnel and planning, buildings, and maintenance; (4) Collection Management covers acquisitions, cataloging, special collections, and the bindery; and (5) Learning & Research Support (L&RS) includes school-based computing services, library liaison, information technology (IT) training, IT-based learning support, television services, and the administration of teaching accommodation. Two current projects illustrate the pro-active involvement of information professionals in the development of the learning and teaching process: Learning Support Partnerships have been created to encourage cooperation between Information Services and the academic schools; and the Institute for Learning and Teaching (ILT) is being established to provide qualification in learning and teaching for higher education lecturers. (MES)

ED 433 816   IR 057 446

Bjoernshauge, Lars
Re-Engineering Academic Library Services: The Case of the Technical Knowledge Center & Library of Denmark.
PUB DATE- 99
NOTE- 9p.; In: The Future of Libraries in Human Communication: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Chania, Greece, May 17-21, 1999) Volume 19; see IR 057 443.
LANGUAGE- English

evaluation. The overall results showed the levels of anxiety and confusion that could be expected from a traditional organization forced into restructuring and facing the unpredictabilities of change. The British library organizations such as SCONUL (Standing Conference of National and University Libraries) are increasingly aware of the lack of professional training focused on becoming, or being, a director. (AEF)

ED 433 834 IR 057 464

Rudasill, Lynne M.
User Studies, Library Response: Providing Improved Instructional Services.
PUB DATE- 99
NOTE- 7p.; In: The Future of Libraries in Human Communication: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Chania, Greece, May 17-21, 1999) Volume 19; see IR 057 443.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Higher Education; Information Retrieval; Library Development; *Library Services; *Library Surveys; *Needs Assessment; Pilot Projects; *User Needs (Information)
IDENTIFIERS- University of Illinois Urbana Champaign

Relatively diminishing financial resources and increasing user expectations are combining to create a new emphasis for the traditional research library. This paper reports on the development of a pilot project at a large research library that explored the relationship between evaluation and assessment to determine how both the institution and the user can benefit. Following a background of needs of the University of Illinois at Urbana-Champaign Library, the survey methodology for determining user needs is outlined. The survey was divided into three distinct areas. In the first part of the survey, users were asked to identify their relationship with the library. The second part contained assessment questions which attempted to ascertain users' information literacy and general search skills. Finally, questions specific to the University's system were asked. The results of the Task Force on the Future of the Library and a changed university budgetary process brought about the recommendation to develop/fund a Instruction Coordinator position and include support staff with a real budget for the implementation of a library-wide program. (AEF)

ED 433 835 IR 057 465

Russon, David
The Changing Role of the Library: Missions and Ethics.
PUB DATE- 99
NOTE- 6p.; In: The Future of Libraries in Human Communication: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Chania, Greece, May 17-21, 1999) Volume 19; see IR 057 443.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Archives; Foreign Countries; Government Libraries;

rankings for fiscal year 1996, and a state map showing the locations of Idaho public libraries. The statistical data are divided into three tables: (1) libraries by county, including data on population, registered borrowers, facilities, staff, directors, operating income, operating expenditures, collections, hours and use of the library, circulation, and interlibrary loans; (2) libraries by population served, including the same data elements as the first table; and (3) public libraries by name with city, county, NUC (National Union Catalog) symbol, foundation, friends, audits, and long range plan years. Four graphs provide 1994-98 data on population, attendance, circulation, and expenditures, and a public library statewide summary for 1994-98 is included. The final section of the document is an Idaho public library directory. (MES)

ED 433 854 IR 057 499

FY2000 LSTA Guide.
PUB DATE- 99
NOTE- 45p.; For the FY 1999 LSTA guide, see IR 057 533.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Information; *Federal Aid; Federal Legislation; Federal Programs; *Grants; Information Technology; Library Automation; *Library Funding; Library Services; State Libraries
IDENTIFIERS- *Idaho; *Library Services and Technology Act 1996

This document provides guidelines for Idaho libraries applying for Library Services and Technology Act (LSTA) grants for fiscal year (FY) 2000. The following sections are included: (1) competitive grant timeline; (2) the LSTA of 1996; (3) LSTA purposes; (4) preferred future for Idaho libraries; (5) who can apply for LSTA grant funds; (6) application procedures; (7) application certifications; (8) evaluation procedures for full applications; (9) grant program hearing procedure; (10) grant award procedures; (11) appropriate signatures; (12) grant extension; (13) distribution of funds; (14) grant record keeping requirements; (15) Office of Management and Budget circulars; and (16) FY 2000 allocation plan. The appendices list requirements for: eligibility; all projects; automation projects leading to networking and resource sharing; planning projects; projects creating, expanding, or consolidating library districts; advocacy grants; individual continuing education projects; Read-to-Me projects; and Just-in-Time grants. A list of FY 2000 Idaho State Library Board members, Advisory Council members, and Library staff is included. (MES)

ED 433 855 IR 057 501

Knowles, Elizabeth; Smith, Martha
More Reading Connections: Bringing Parents, Teachers, and Librarians Together.
PUB DATE- 99
NOTE- 148p.; For related document, see ED 409 014.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials -

strategies to evaluate effectiveness for all learners. "A Worthwhile Education?" (Rickwood, Goodwin) explores the student experience in the British higher education system between 1963-97. "Notes from the Margins" (Stephens) reports findings of a diary study of library use by postgraduate distance learning students after courses delivered by conventional British universities. "Convergence of Distance and Conventional Education" (Tait) focuses on negative effects. "From Marginal to Mainstream" (Thompson) discusses critical issues in adopting information technologies for teaching and learning. "Building Tools for Flexibility" (Vermeer) addresses interactive multimedia design at the Open University of Hong Kong. "Case Study of Convergence between Conventional and Distance Education" (Young, Marks-Maran) explores theoretical underpinnings of a program's approach to distance education from a constructivist and postmodernist perspective. Each essay contains a reference list, and an index is provided at the end of the book. (YLB)

ED 433 413 CE 079 077

Martinez, Paul
Aiming at Achievement.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Adult Students; Change Strategies; Educational Change; *Educational Improvement; Educational Practices; Educational Research; Foreign Countries; Management Information Systems; Postsecondary Education; Reliability; School Holding Power; Technical Institutes; *Theory Practice Relationship
IDENTIFIERS- *United Kingdom

The Raising Quality and Achievement Program is a 3-year initiative to support further education (FE) colleges in the United Kingdom in their drive to improve students' achievement and the quality of provision. The program offers the following: (1) quality information and advice; (2) onsite support for individual colleges; (3) help with benchmarking; (4) college-based development programs; (5) leadership assistance for governors, principals, and team leaders; and (6) regional practitioner networks and quality forums to develop and promote good practice. During the project, the objectives of raising student achievement have been re-evaluated and the policy assumptions underpinning discussions of student achievement have been identified. Data on the retention and achievement rates at all FE colleges in the United Kingdom have been collected, and their reliability has been assessed. The assessment revealed that achievements are being underreported for several reasons, including the incapacity of many FE colleges' management information systems (MIS) and the low priority given by some teachers to recording achievement data in MIS. The question of how high to aim when striving to improve student achievement was explored, and examples of successful application of the following strategies in various types of FE institutions and programs were identified: classroom-level interactions; learning pathway; and college policy and leadership. (Contains 13 references.) (MN)

ED 433 414 CE 079 078

Peeke, Graham, Ed.

following: perspectives of selected international organizations (Council of Europe; United Nations Educational, Scientific and Cultural Organization; Organization for Economic Cooperation and Development; and the European Union); experiences of five European countries (Finland, Netherlands, Norway, Sweden, and the United Kingdom); and case studies of lifelong learning in five Australian cities (Albury-Wodonga, Ballarat, Devonport, Newcastle, and Canberra). The study identified four bottlenecks that must be overcome if the rhetoric surrounding lifelong learning is to be converted into reality: (1) developing a culture of lifelong learning must be motivated by more than the economic rationale that currently dominates policy thinking; (2) despite persistent efforts at bridging the differences between general education and vocational education and training, the gap remains; (3) the level of employer involvement in lifelong learning programs clearly remains inadequate; and (4) new resources are needed if implementation of policies for lifelong learning is to become affordable. (Contains 23 references. Appended are a list of the lifelong learning conclusions adopted by the Council of the European Union and an overview of Sweden's Adult Education Initiative. The case studies, which contain 10 tables, make up approximately 60 per cent of this document.) (MN)

ED 433 431 CE 079 104

Grossman, Jean Baldwin, Ed.
Contemporary Issues in Mentoring.
SPONS. AGENCY- Commonwealth Fund, New York, NY.
PUB DATE- 98
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Adolescents; Cost Effectiveness; Elementary Secondary Education; *Intergenerational Programs; Interpersonal Relationship; Literature Reviews; *Mentors; Models; National Surveys; Program Costs; Program Effectiveness; Significant Others; Urban Areas

This document contains six papers exploring contemporary issues in mentoring. "The Practice, Quality, and Cost of Mentoring" (Jean Baldwin Grossman) provides an introduction to and overview of the remaining five papers. "Mentoring Adolescents: What Have We Learned?" (Cynthia L. Sipe) reviews the literature on mentoring, discusses key elements in creating solid mentor-mentee relationships, and explains what is required to be an effective mentor. "Assessing the Effectiveness of Mentoring Programs" (Jean Baldwin Grossman, Amy Johnson) shares the results of a study in which the authors documented that the most effective mentoring relationships are those where mentors seek mentees' input and do not take punitive approaches to mentees. "The Cost of Mentoring" (Douglas L. Fountain, Amy Arbreton) present data demonstrating that one-on-one and group mentoring programs cost an average of just over $1,000 and $400 annually per youth, respectively. "Mentoring Matters: A National Survey of Adults Mentoring Young People" (Kathryn Taaffe McLearn, Diane Colasanto, Cathy Schoen, Michele Yellowitz Shapiro) reports that approximately 12 million adults are currently mentoring young people aged 10-18 (primarily outside of formal programs). "Mentoring in 1998: Four Models for the 21st Century" (Natalie Jaffe) highlights issues currently being faced by four exemplary mentoring programs. (The document contains 30 references.) (MN)

PUB DATE- 97
NOTE- 518p.; For volume I, see CE 079 132.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Development; *Clothing; *Clothing Design; *Clothing Instruction; Competence; Course Content; Curriculum; Entrepreneurship; Fashion Industry; High Schools; Home Economics; Learning Activities; Occupational Information; *Sewing Instruction; State Curriculum Guides; Teaching Methods
IDENTIFIERS- Family and Consumer Sciences; *Utah

This document is a nine-unit curriculum guide for a high school (grades 10-12) course in clothing instruction. The units contain one or two lessons on the following topics: (1) psychological aspects of clothing (behavior, image, and dress; self-concept and self-image); (2) wardrobe selections (wardrobe consumerism, wardrobe evaluation and planning); (3) textiles technology (fibers and fabrics); (4) equipment (equipment use, equipment consumerism); (5) construction (project selection and fabric preparation; intermediate construction techniques); (6) career opportunities (textiles and apparel careers; entrepreneurship opportunities); (7) creative sewing (specialized techniques; original designs); (8) recycling and alterations (redesigning/recycling clothing and/or fabric; alterations and repairs); and (9) children's clothing (clothing needs and construction techniques). Each unit contains the following: objectives, concepts, competencies, learning activities, assessment and evaluation questions related to competencies, teacher background information, transparency masters, student activity guides, and teacher keys. (KC)

ED 433 450 CE 079 135

Brinkmann, Christian
Controlling and Evaluation of Employment Promotion and the Employment Services in Germany. IAB Labour Market Research Topics No. 36.
PUB DATE- 99
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Career Guidance; Education Work Relationship; Employer Employee Relationship; Employment Opportunities; Employment Practices; *Employment Programs; Employment Qualifications; *Employment Services; Federal Legislation; Federal Programs; Foreign Countries; *Job Placement; *Organizational Change; Personnel Evaluation; Program Effectiveness; Program Evaluation; Promotion (Occupational); Quality Control
IDENTIFIERS- European Union; *Germany

This paper addresses the emerging evaluation and controlling system of Germany's Bundesanstalt fuer Arbeit, which is responsible for employment promotion. Part 1 discusses changes in employment administration in European countries, a process that has occurred in the Federal Republic of Germany, although most of the basic structures have been maintained there. Part 2 addresses recent innovations in employment promotion, including placement and guidance, from the perspective of control and evaluation, mainly in the context of the new law, Social Code III. It discusses Social Code III, which, since 1998, defines a framework that includes new, closely interrelated provisions

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Students; Communication Skills; Construction (Process); *Continuing Education; Educational Needs; *Educational Philosophy; *Educational Practices; Entrepreneurship; Foreign Countries; Lifelong Learning; Postsecondary Education; Staff Development; Technical Institutes; *Values; *Values Clarification; Work Experience
IDENTIFIERS- *Great Britain

This book explores educational values in the British further education system. Following an introductory discussion of educational values by the editor, John Halliday, the book contains 21 short essays organized in the areas of cultural values, curriculum, and management and staff development. The following are included: "Democratic Intellectualism" (John Gordon); "Theology and Culture" (Iain MacRobert); "Critical Thinking" (Carol Small); "Communication Skills" (Joyce Faulkner); "Respect" (Jane Prior); "Care" (Jane Milne); "Assessment of Needs" (Irvine Kinghorn); "Complex Learning Difficulties" (Marion Smith); "Student Values" (Tony Kerr); "Welded Metal Sculpture" (Hamish Gilchrist); "Construction" (Daniel Shearer); "Work Experience" (Helen Dunlop); "Adult Returners" (Andrew Quarrell); "Residential Education" (Peter Allison); "Customer Care" (John Govan); "Enterprise" (Chris Miller); "Management Education" (Mick McGrath); "Staff Development" (Rebecca Soden); "The Role of Support Staff" (Louise Conway); "Industrial Relations" (Les Sinclair); and "Management of Change" (Michael Roebuck). A concluding section summarizing the values inherent in further education is provided by the editor. (KC)

ED 433 468 CE 079 165

Brawer, Florence B.
Simulation as a Vehicle in Entrepreneurship Education. Digest Number 97-1.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; Business Administration; *Business Administration Education; *Computer Simulation; Education Work Relationship; *Entrepreneurship; Higher Education; *Management Games; Models; Relevance (Education); *Small Businesses

A literature review explored answers to questions about the relationship between the business world and entrepreneurship education, including the question of whether models of reality actually mirror real-life situations. The review showed that between 1979 and 1994, entrepreneurship education grew phenomenally, whereas business education did not experience such growth and did not change to stay relevant to the current business world. It was suggested that computer simulation in entrepreneurial education could alleviate problems of business education stagnation by offering both situational approaches and theoretical models. Based on real-life situations, gaming and simulation approaches help students formulate their own ideas about engaging in an existing business or creating a new venture. Two types of business simulations, models of reality, exist: one is computer-based and the other is behavior-based. Computer simulations can provide insight and skill practice that later can be translated into real life situations. At the same time, simulations are not an answer for everything. They are not meant to replace conventional methods of instruction basis of race and class. A more comprehensive model of assessing social class (Entwistle and Astone, 1994) is offered. Three recommendations in the study of identity development among African American youth are given. First, comparisons of racial groups should not be based on the assumption of White Americans as the standard. Second, comparisons between racial groups also need to take into account differences in social class. Third, more representative sampling techniques are needed in the study of African American adolescents. (Contains 25 references.) (JDM)

ED 433 489 CG 029 464

Diemer, Matthew A.
Mental Health Professionals and the Consultation Process: Collaboration or Cooperation?
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communications; Consultants; *Consultation Programs; *Cooperation; Mental Health Programs; *Mental Health Workers; Models; Professional Training; *Theory Practice Relationship; Therapy

The role of the consultant in the mental health consultation process has been marked by disagreement. One view maintains that consultation should be a collaborative venture between consultant and consultee. Alternately, another view holds that consultants should make use of their expert power and direct the consultation process. Empirical evidence supports each position, and differences between these camps are largely semantic. This article offers a delineation of these differences and proposes a two-dimensional model of consultation that embraces both perspectives. Along one dimension of this model lies the poles of coercion and collaboration; coercion is the use of consultant power to manipulate the consultee while collaboration is the process of joining with the consultee and employing a team approach to consultation. The other dimension of this model is the degree of directiveness in which the consultant directs or steers the consultation process. Any consultation can vary along each of the two dimensions and more accurately capture the dynamics of the consultation process. (Contains 19 references.) (JDM)

ED 433 490 CG 029 468

Herman, William E.
The Adolescent Educational Experience in Taiwan: Views of Indigenous Educators.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Conference of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; *Adolescent Development; *Chinese Culture; Cultural Awareness; Educational Environment; Emotional Development; Foreign Culture; Global Approach; International Communication; Late Adolescents; Secondary Education; *Secondary School Students; Secondary School Teachers; *Social

*National Competency Tests; *Standardized Tests; *Student Evaluation; Student Writing Models; Test Results; *Writing Achievement; Writing Research

IDENTIFIERS- National Assessment of Educational Progress; State Writing Assessments

This paper presents highlights from the 1998 National Assessment of Educational Progress (NAEP) writing assessment, which was given to a national sample representative of all students at grades 4, 8, and 12 and to state samples representative of all students at grade 8 in the 40 participating states and jurisdictions. It begins with questions and answers about NAEP and then briefly describes 6 objectives and the purposes for the 3 types of writing assessed. It then presents 9 sample writing tasks and responses (3 at each grade level and at each achievement level--basic, proficient, and advanced). The paper then presents national results (including that 23% of fourth graders, 27% of eighth graders, and 22% of twelfth graders were at or above the proficient level) and data on writing performance by gender, race/ethnicity, and type of school. It next presents data on school and home factors related to writing achievement, and data regarding writing performance within states. It concludes with a six-item list of other publications and related materials. (RS)

ED 433 508 CS 216 850

Greenwald, Elissa A.; Persky, Hilary R.; Campbell, Jay R.; Mazzeo, John

NAEP 1998 Writing Report Card for the Nation and the States.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.

PUB DATE- 99

NOTE- 307p.; "In collaboration with Frank Jenkins and Bruce Kaplan." For highlights of the full report, see CS 216 849. For the 40 separate reports for 36 states, the District of Columbia, Department of Defense Dependent Domestic Schools, Department of Defense Dependent Overseas Schools, and the Virgin Islands, see CS 216 851-890.

LANGUAGE- English

EDRS Price- MF01/PC13 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; *Grade 12; *Grade 4; *Grade 8; Intermediate Grades; *National Competency Tests; Regional Characteristics; Secondary Education; Sex Differences; *State Surveys; Student Evaluation; Student Writing Models; Test Results; *Writing Achievement; Writing Research

IDENTIFIERS- National Assessment of Educational Progress

This report presents the results of the 1998 NAEP (National Assessment of Educational Progress) writing assessment of fourth-, eighth-, and twelfth-grade students for the nation and for participating states or jurisdictions. It provides results for subgroups of students defined by various background and contextual characteristics. The Introduction frames the results by describing the objectives of the assessment and the kinds of questions it contained. Chapter 1 presents national results, including achievement level definitions and results, and exemplars of student writing from the assessment at each of the three achievement levels: Basic, Proficient, and Advanced. This is the first time NAEP has set achievement levels for writing. Chapters 2 and 3 present results for regions of the country and for subgroups of students (for example, male and female students), by average scale scores and achievement levels, respectively. Chapter 4 provides information about some

Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 8; Junior High Schools; *National Competency Tests; Public Schools; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results; *Writing Achievement; Writing Research
IDENTIFIERS- *Minnesota; National Assessment of Educational Progress; State Writing Assessments

In 1998 for the first time, the NAEP (National Assessment of Educational Progress) administered a writing assessment at the state level. This report describes the writing achievement of Minnesota eighth-grade students and compares their overall performance to students in the Central region of the United States and the nation (using data from the NAEP national assessments). In Minnesota, 1980 students from 80 public schools were assessed. The writing assessment questions asked for three major kinds of writing: some required narrative, some informative, and some persuasive writing. Each student who participated in the state assessment was given two questions and had 25 minutes to respond to each question. The questions asked students to write in a variety of forms, such as essays, letters, stories, as well as to a variety of audiences, such as teachers, other students, and school boards. The distribution of writing results and writing achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' educational level, free/reduced-price lunch program eligibility, and type of location). The average writing proficiency of eighth-grade public school students in Minnesota on the NAEP writing scale was 148 compared to 148 nationwide. (RS)

ED 433 525 CS 216 867

Jerry, Laura J.; Ballator, Nada
NAEP 1998 Writing State Report for Mississippi.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 42p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 216 850. For highlights of the full report, see CS 216 849. For the 40 separate reports for 36 states, the District of Columbia, Department of Defense Dependent Domestic Schools, Department of Defense Dependent Overseas Schools, and the Virgin Islands, see CS 216 851-890.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 8; Junior High Schools; *National Competency Tests; Public Schools; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results; *Writing Achievement; Writing Research
IDENTIFIERS- *Mississippi; National Assessment of Educational Progress; State Writing Assessments

In 1998 for the first time, the NAEP (National Assessment of Educational Progress) administered a writing assessment at the state level. This report describes the writing achievement of Mississippi eighth-grade students and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). In Mississippi, 2401 students from 92 public schools were assessed. The writing assessment questions asked for three major kinds of writing: some required narrative, some informative, and some persuasive writing. Each student who

IDENTIFIERS- National Assessment of Educational Progress; State Writing Assessments; *Washington

In 1998 for the first time, the NAEP (National Assessment of Educational Progress) administered a writing assessment at the state level. This report describes the writing achievement of Washington eighth-grade students and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments). In Washington, 2286 students from 92 public schools and 155 students from 8 nonpublic schools were assessed. The writing assessment questions asked for three major kinds of writing: some required narrative, some informative, and some persuasive writing. Each student who participated in the state assessment was given two questions and had 25 minutes to respond to each question. The questions asked students to write in a variety of forms, such as essays, letters, stories, as well as to a variety of audiences, such as teachers, other students, and school boards. The distribution of writing results and writing achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' educational level, free/reduced-price lunch program eligibility, and type of location). The average writing proficiency of eighth-grade public school students in Washington on the NAEP writing scale was 148 compared to 148 nationwide. (RS)

ED 433 542 CS 216 884

Jerry, Laura J.; Ballator, Nada
NAEP 1998 Writing State Report for West Virginia.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 44p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 216 850. For highlights of the full report, see CS 216 849. For the 40 separate reports for 36 states, the District of Columbia, Department of Defense Dependent Domestic Schools, Department of Defense Dependent Overseas Schools, and the Virgin Islands, see CS 216 851-890.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 8; Junior High Schools; *National Competency Tests; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results; *Writing Achievement; Writing Research
IDENTIFIERS- National Assessment of Educational Progress; State Writing Assessments; *West Virginia

In 1998 for the first time, the NAEP (National Assessment of Educational Progress) administered a writing assessment at the state level. This report describes the writing achievement of West Virginia eighth-grade students and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). In West Virginia, 2611 students from 106 public schools and 117 students from 7 nonpublic schools were assessed. The writing assessment questions asked for three major kinds of writing: some required narrative, some informative, and some persuasive writing. Each student who participated in the state assessment was given two questions and had 25 minutes to respond to each question. The questions asked students to write in a variety of forms, such as essays, Japan; Kenya; *Media Coverage; New York Times; Peoples Daily; World Intellectual Property Organization

The International Communication, Part 1 section of the Proceedings contains the following 9 papers: "Chilean Conversations: On-line Forum Participants Discuss the Detention of Augusto Pinochet" (Eliza Tanner); "Media of the World and World of the Media: A Crossnational Study of the Ranking of the 'Top 10 World Events' from 1988 to 1998" (Zixue Tai); "Is the System Down? The Internet and the World Intellectual Property Organization (WIPO)" (Dane S. Claussen); "Professionalism and African Values at 'The Daily Nation' in Kenya" (Carol Pauli); "Refining the Participatory Approach to Development Communication through the Public Relations Excellence Model" (Dan Berkowitz and Nancy Muturi); "National Interest and Coverage of U.S.-China Relations: A Content Analysis of 'The New York Times' & 'People's Daily' 1987-1996" (Xigen Li); "Worthy Versus Unworthy Victims in Bosnia and Croatia, 1991 to 1995: Propaganda Model Application to War Coverage in Two Elite Newspapers" (Lawrence A. Luther Di Giovanni); "'Interactive' Online Journalism at English-Language Web Newspapers in Asia: A Dependency-Theory Analysis (Brian L. Massey and Mark R. Levy); and "Praising, Bashing, Passing: Newsmagazine Coverage of Japan, 1965-1994" (Anne Cooper-Chen). (RS)

ED 433 561 CS 510 142

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (82nd, New Orleans, Louisiana, August 3-8, 1999). International Communication, Part 2.
PUB DATE- 99
NOTE- 241p.; For other sections of this proceedings, see CS 510 132-153.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Athletics; Feminism; Foreign Countries; Higher Education; *International Communication; Journalism Education; Journalism Research; *Newspapers; *Periodicals; Public Relations; Television
IDENTIFIERS- China; Germany; Hong Kong; Japan; *Media Coverage; *Newsmagazines; Politicians; Taiwan

The International Communication, Part 2 section of the Proceedings contains the following 8 papers: "Split Images: Arab and Asian Political Leaders' Portraits in Major U.S. News Magazines" (Hye-Kyeong Pae); "Public Relations Functions and Models: U.S. Practitioners in International Assignments" (Alan R. Freitag); "The Influence of Ideological Perspective on Three North American Chinese-Language Newspapers' Framing of China's Resumption of Sovereignty Over Hong Kong" (Jui-Yun Kao and William A. Tillinghast); "'This Game Is Brought to You Commercial-Free': A Comparative Analysis of World Cup Soccer Television Coverage in Germany and the U.S." (Christian Kaschuba); "Front Pages of Taiwan Daily Newspapers 1952-1996" (Ven-hwei Lo, Anna Paddon, and Hsiaomei Wu); "Problematizing Comparative Studies, Institutional Research Environment and Feminist Perspectives in Japanese Television Drama Discourse" (Eva Tsai); "Transnational Journalism and the Story of Aids/HIV: A Content Analysis of Wire Service Coverage" (Nilanjana R. Bardhan); and "Giving Peace a Chance? Agenda-Building Influence of Nobel Peace Prize Announcements in U.S. Newsmagazines, 1990-1997" (Michelle M. Tedford). (RS)

ED 433 562 CS 510 143

(Contains 23 references.) (RJM)

ED 433 579 EA 029 533

Caldwell, Brian J.
Strategic Leadership, Resource Management and Effective School Reform.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Foreign Countries; *Instructional Leadership; Leadership Responsibility; *Principals; *Professional Development; Program Evaluation; School Administration; School Based Management; *School Effectiveness
IDENTIFIERS- Australia (Victoria); Schools of the Future (Australia)

This paper explores the impact of school reform on learning outcomes and on the professional culture of the principalship. The report draws on findings from several research projects involving surveys and case studies in the period 1993 to 1998, with special focus on the Schools of the Future reform in Victoria, Australia. The article describes the research programs used in the study, and offers an account of the emerging roles and preferences of principals for the new organizational arrangements. A description of new mechanisms for the management of resources sets the scene for a review of findings on learning outcomes. The final section describes the professional culture of the principalship that is emerging under these conditions. The findings show that despite several dysfunctions, unfulfilled expectations, and intensification of work, a large majority of principals would not return to previous organizational governance. Structural equation modeling of the sources used in the study revealed a stable pattern of direct and indirect effects of reform elements on learning outcomes for students. Case studies revealed that principals played an important role in helping link the structural aspects of reform to learning and teaching. Leadership was strategic and empowering more than it was heroic or "hands on." (Contains 42 references.) (RJM)

ED 433 580 EA 029 539

Lam, Y. L. Jack
Assessing the Financial Impacts of Bill 47 on Manitoba School Divisions/Districts.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Budgeting; *Educational Finance; Elementary Secondary Education; Financial Problems; Foreign Countries; Parent School Relationship; School Accounting; *School Choice; Student Mobility
IDENTIFIERS- *Manitoba

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Annual Reports, Elementary Secondary Education; *Guns; *Prevention; *School Security; Summative Evaluation; Tables (Data)
IDENTIFIERS- *Gun Free Schools Act 1994

This document was designed to help schools in the U.S. comply with the Gun-Free Schools Act (GFSA). Following information on data interpretation and quality, the report is divided into three sections and summarizes the 1997-98 data submitted by the states. The first section is a brief summary of the overall findings. The second section presents a summary of the 1997-98 data and provides a comparison between the 1997-98 and 1996-97 data. The tables in this section contain data notes that are critical to the correct interpretation of the data. The third section features an interpretive page for each state that contains the data submitted by the state, as well as caveats or data notes. Overall findings indicate that 56 states and U.S. territories reported under the GFSA for the 1997-98 school year. According to these reports, 3,930 students were expelled from school for bringing a firearm to school. Fifty-seven percent of the expulsions were for students in high school, 33 percent were for junior-high students, and ten percent were for thirty-three elementary school students. Finally, two appendices to the report include a copy of the GFSA and a copy of the 1997-98 GFSA state data collection. (Author/RJM)

ED 433 600 EA 030 015

Kwon, Jin; Alt, Martha Naomi; Henke, Robin R.
Snapshots of Public Schools in the United States: Results from the Schools and Staffing Survey.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Institutional Characteristics; *National Surveys; Principals; *Private Schools; Professional Development; *School Personnel; Student Problems; Teachers
IDENTIFIERS- Schools and Staffing Survey (NCES)

This booklet analyzes information obtained from the Schools and Staffing Survey (SASS). The SASS is a set of integrated questionnaires that collect information about schools and the staff who work in them. The survey asks for information from a random sample of schools, their principals, a subset of the teachers in each school, and public-school districts. Public schools from every state were surveyed, including those administered by the Bureau of Indian Affairs. A representative sample of private schools was included in the survey. The survey addressed such issues as teachers' education, their experience in various capacities in schools, and their perceptions of school climate. The booklet also provides information about: students and the variety of professional and paraprofessional staff who serve them; professional development for teachers; instruction for limited-English-proficient students; perceptions of problems in schools, such as students who come to school unprepared to learn, who lack parental involvement, and who exhibit apathy, poverty, disrespect for mothers, particularly those at risk for child abuse or neglect; school reform that emphasizes the importance of smaller, more personalized learning environments for students, particularly in high school; and the use of service learning (linking classroom learning to community service) to promote the intellectual, psychological, and moral development of young people. It has been found that the earliest months of life are a time in which violent behavior can be cultivated. Fortunately, prenatal and infant-care programs can dramatically reduce cases of child abuse, welfare dependency, alcohol and drug abuse, and maternal and juvenile arrests. For older children, smaller schools have been shown to improve attendance rates, lower dropout rates, and lessen discipline problems. These schools bring students closer to adults, meaning that young people are less likely to fall through the cracks. Other strategies, such as service learning, can result in significant improvement in student achievement, especially when that learning is combined with an academically rigorous classroom education. (RJM)

ED 433 620 EA 030 038

Murphy, Joseph
The Quest for a Center: Notes on the State of the Profession of Educational Leadership.
PUB DATE- 99
NOTE- 106p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Administration; Educational History; Elementary Secondary Education; *Instructional Leadership; Professional Associations; Professional Development; *School Administration; State of the Art Reviews

This paper examines changes in school administration over the past 15 years. Five sections explore the ferment in educational administration and focus on the causes of unrest in the field. It looks at key markers on the path to reform in the academic arm of the profession; major changes in the profession, in general, and in the way school leaders are educated, in particular; and developments in the field and in reform work. The text highlights three issues: (1) Educational administration's relatively short history gives reason for hope; (2) the evolving new core for school administration is that it does not necessitate revolutionary change in the profession; and (3) the best way to develop confidence in a system is to see how effectual it is in practice. The field has been marked with considerable energy, but rather than leading to a consensus, the efforts have lead to fragmentation. The paper claims that the profession needs a center or core, and it offers an array of strategies that have given meaning to the profession over time. It concludes that a collective attack employing the full assortment of methods of understanding school administration will more likely lead to increased paradigm enlargement than to professional coherence. (Contains approximately 250 references.) (RJM)

ED 433 621 EA 030 039

Financing Education in Minnesota, 1998-1999.

the public special placement were found. As the early intervention program descriptive data indicated, the 16 children were referred for such reasons as academic problems, non-compliance behavior, attention difficulties, and poor peer interaction. Comparisons of baseline and 1-year-later scores suggested substantially better functioning for all youth at Time 2. Evaluation of both programs supports the use of participant-driven evaluation if the data are to be useful for program development. (Contains 12 references.) (DB)

ED 433 638   EC 307 383

Hussey, David L.; Bennice, Jennifer A.
Forging Partnerships with High-Risk Families through School-Based Mental Health Services.
PUB DATE- 98
NOTE- 7p.; In: Chapter 3, "School Based Approaches," of Proceedings of the Annual Research Conference, A System of Care for Children's Mental Health: Expanding the Research Base (11th, Tampa, FL, March 8-11, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; Elementary Education; *Emotional Disturbances; *Family School Relationship; High Risk Students; *Integrated Services; Intervention; *Mental Health Programs; *Outreach Programs; *Parent Participation; Participant Satisfaction; Program Effectiveness; Urban Education
IDENTIFIERS- African Americans; Cleveland Public Schools OH; *Ohio (Cleveland)

This descriptive study in the Cleveland (Ohio) public school system evaluated the impact of an intensive, school-based mental health program. Forty-two African American elementary school students were referred for school-based mental services due to overt behavioral problems. Children were evaluated for risk status across three domains: community, family, and individual child. Data collected included client demographic information, diagnostic assessment information, family history, standardized ratings of child emotional and behavioral functioning, and client satisfaction data. The study found that the community had higher ratings across significant risk factors than the broader surrounding community, that 83 percent of families lived in poverty above and beyond the high poverty levels of their neighborhoods, that less than 10 percent of families were intact, and that the mental health needs of the referred children were substantive. The intervention program emphasized family-focused interventions and parental collaboration. The program demonstrated that effective parental collaboration can be achieved through intensive outreach efforts using a school-based model. High levels of both parent and child satisfaction were achieved. (DB)

ED 433 639   EC 307 384

Meriweather, Amy; Thomlinson, R. Paul
An Evaluative Study of Children's Day Treatment Using the Preschool Behavior Rating Scale.
PUB DATE- 98
NOTE- 5p.; In: Chapter 3, "School Based Approached," of Proceedings of the Annual Research Conference, A System of Care for Children's Mental Health: Expanding the Research base (11th, Tampa, FL, March 8-11, 1998).
LANGUAGE- English

(Priya Venkatesan); and "Recentering the SAT" (Lesley Mackay). (DB)

ED 433 657 EC 307 402

Hellerman, Susan B., Ed.
Imagine...Opportunities and Resources for Academically Talented Youth, 1995-1996.
PUB DATE- 95
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academically Gifted; *Acceleration (Education); *Career Exploration; *Distance Education; Early Admission; Higher Education; Home Schooling; Magnet Schools; Nontraditional Education; Secondary Education; Talent

This document consists of the five consecutive issues of the journal "Imagine..." published during volume year 3. Typical journal articles cover teaching academically talented secondary students in the following focus areas: (1) learning anywhere and everywhere; (2) accessing distance learning; (3) developing talent in the arts; (4) considering magnet schools and early college entrance; and (5) pursuing writing opportunities. Sample articles include: "Designing Your Own Education"; "Putting Together the Pieces" (Megan Moore); "Parents Can Help Meet Their Children's Intellectual Needs without Taking Away Their Childhood" (Barbara Rasmussen); "The Homeschooling Lifestyle" (Vivian Bush); "Homeschooling at Snowy Fields Farm" (Susan and Pegi Ficken); "'It's Academic!' What Being on a Quiz Bowl Team Has Done for Me" (Atish Choudhury); "Veritas?" (Megan Moore); "Accessing Distance Learning: Whatever, Whenever, Wherever You Want"; "The Pedagogical Promise of Computer-Based Education" (Raymond Ravaglia); "Exploring Career Options: Choosing Your Lifework" (Carol Blackburn); "Exploring Career Options: Focus on Writing" (Lesley Mackay); "A Palette of Many Colors: Brightening Your Life with Training in the Arts"; "Music: A Bridge between Two Worlds?" (Wayne Parker); "Language, Music, Mathematics, and the Brain" (Carol Blackburn); "Special Schools for Intellectually Talented Adolescents" (Julian C. Stanley); "I Was a Teenage Magnet Student" (Atish Choudhury); "Early College Entrance: No Regrets" (Alexander I. Saeed); "Early College Entrance: Is It Right for You?" (Linda E. Brody and Julian C. Stanley); "Life in the Too-Fast Lane" (Keetje J. Kuipers); "Overheard at the Finalists' Exhibition: 55th Annual Westinghouse Science Talent Search" (Carol Blackburn); "Exploring Career Options: Architecture, Landscape Architecture, and Exhibit Design: Interview with The Portico Group" (Carol Blackburn); "Your Words in Print" (Susan Hellerman); "The Talent Trap" (Stephanie Davis); "The Poet as Scavenger, Alchemist, and Agent" (A. V. Christie); "An Issue in the Life of the Hopkins Razor" (Elisa Beller, Nick Nash, Cara Gitlin, Lauren Pistell); "Destination: Publication" (Sara Yamaka); "A Summer at Spare Change" (Christopher Amar); and "Exploring Career Options: Biological Research Using Molecular Biological Approaches," "Focus on Biological Research: Interview with Corey Goodman: Developmental Neurobiologist," and "Focus on Biological Research: Interview with Bert Vogelstein: Oncologist" (Carol Blackburn). (LC)

ED 433 658 EC 307 403

Hellerman, Susan B., Ed.

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Construction Materials; Diagrams; *Facility Guidelines; *Facility Planning; High Schools; Maintenance; Resources; *Track and Field
IDENTIFIERS- *Athletic Facilities; Drainage; Fence Building

This book establishes guidelines for the construction and maintenance of tracks by providing information for building new tracks or upgrading existing tracks. Subjects covered include running track planning and construction, physical layout, available surfaces, and maintenance. General track requirements and construction specifications are provided, as are more specific specifications on curbing and drains, fencing, track surface systems, calibration and marking, and conversion of existing 440 yard running tracks to 400 meter tracks. Track specifications for indoor facilities are also addressed. The final chapter discusses the advisability of seeking professional assistance in track construction. Appendices list the governing bodies of track organizations which can provide assistance with track construction specifications, and suggested conversion factors. Contains a glossary of terms. (GR)

ED 433 677 EF 005 376

Tennis Courts: A Construction and Maintenance Manual.
PUB DATE- 98
NOTE- 246p.; Colored photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Construction (Process); *Facility Guidelines; Facility Improvement; Facility Planning; *Maintenance; *Tennis
IDENTIFIERS- *Athletic Facilities

This manual addresses court design and planning; the construction process; court surface selection; accessories and amenities; indoor tennis court design and renovation; care and maintenance tips; and court repair, reconstruction, and renovation. General and membership information is provided on the U.S. Tennis Court and Track Builders Association and the U.S. Tennis Association, along with lists of certified tennis court builders and award winning tennis courts from past years. Numerous design and layout drawings are also included, along with Tennis Industry Magazine's maintenance planner. Sources of information and a glossary of terms conclude the manual. (GR)

ED 433 678 EF 005 595

Armoudian, Maria; Carman, Georgann; Havan, Artineh; Heron, Frank
Preliminary Report Regarding State Allocation Board Funding of the Los Angeles Unified School District's Belmont Learning Complex.
PUB DATE- 98
NOTE- 29p.; For other Joint Legislative Audit Committee Reports, see EF 005 596-600.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bids; *Conflict of Interest; High Schools; *Legal Responsibility; Public Schools; *School Construction; School District Spending; Selection; *State School District Relationship

PUB DATE- 99
NOTE- 169p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Bibliographies; Bilingual Education; Case Studies; Elementary Secondary Education; *English (Second Language); Foreign Countries; Higher Education; *Interdisciplinary Approach; *Language of Instruction; Physical Education; Program Descriptions; Science Instruction; Second Language Instruction; *Second Languages; Teacher Education; Vocabulary Development
IDENTIFIERS- *Content Area Teaching; *Finland

The publication on the integration of content area and second language instruction, focusing on the situation in Finland, consists of nine essays and a bibliography. The essays include: "Education in a Second or Foreign Language. An Overview" (Kaj Sjoholm); "Foreign Language Content Teaching in Teacher Education at Abo Akademi University" (Kaj Sjoholm); "The English Department at the Primary Level of Vasa Ovningsskola" (Anna-Brita Slotte); "Reflections on Teaching Content through English at the Lower Secondary Level of Vasa Ovningsskola" (Gun Jakobsson); "The International Baccalaureate Section at Vasa Ovningsskola" (Solveig Jungner); "Fairy Tales as Tools To Improve Vocabulary? A Vocabulary Test with 6-8 Year-Olds Within a TCE Programme" (Mikaela Bjorklund, Anna-Brita Slotte); "Science Teaching Through English" (Ole Bjorkqvist); "Teaching Physical Education Through a Foreign Language" (Thomas Friman, Jan-Erik Romar); "Place-Based Learning in Content-Based Language Programs" (Gregory Martin Imbur); and "Select Bibliography on Bilingual Education and Related Matters" (Mikaela Bjorklund, Kaj Sjoholm). (Contains 43 pages of references.) (MSE)

ED 433 699 FL 025 946

Porter, Rosalie Pedalino
The Future of Bilingual Education in Massachusetts: Lessons from California.
PUB DATE- 99
NOTE- 4p.; "Originally published by the Massachusetts Association of Teachers of English to Speakers of Other Languages (Winter 1998)." This document has been downloaded from source's Web site.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Bilingual Education; Comparative Analysis; Educational History; Educational Policy; Educational Trends; Elementary Secondary Education; English (Second Language); Futures (of Society); *Limited English Speaking; Program Effectiveness; Program Evaluation; *Public Policy; State Government; Statewide Planning; Transitional Programs; Trend Analysis
IDENTIFIERS- *California; *Massachusetts

The history of bilingual education in Massachusetts since its first bilingual education law in 1971 is examined and compared to the experience of California, which is offered as an example of how bilingual education policy and practice may evolve in other states. It is suggested that Massachusetts has paralleled the California experience in failing to collect student performance data over the last two decades, to demonstrate good or bad results of transitional bilingual education programs. The reading test administered to third-graders across and "The Teaching of Culture in Foreign Language Courses" (Dale L. Lange). (MSE)

ED 433 717 FL 025 974

Kinginger, Celeste
Beyond TA Training: Developing a Reflective Approach to a Career in Language Education.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 21p.; In its: Out of Class Learning Experiences and Students' Perceptions of Their Impact on English Conversation Skills; see FL 025 966.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Instruction; Faculty Development; Graduate Students; Higher Education; *Language Teachers; Portfolios (Background Materials); *Professional Development; *Reflective Teaching; *Second Language Instruction; Teacher Education; *Teaching Assistants

An instructional module designed to help prepare college-level teaching assistants (TAs) for their duties in second language instruction is presented. The purpose of this module is to assist TAs in integrating what they are learning about teaching methods, language acquisition, and the nature of the profession. There are five parts, each consisting of a narrative section, followed generally by questions for discussion and suggestions for action. An annotated list of suggestions for additional reading is also provided. In the first part, some initial difficulties of entering the profession as a TA are discussed, and the second part reflects on the nature of expertise in language education. Part three presents one model of professional development, the reflective practice model, and part four presents the teaching portfolio as a strategy for long-term professional development and documentation of that development. The final section offers suggestions of ways to begin developing a professional profile while in graduate school. Contains 18 references. (Author/MSE)

ED 433 718 FL 025 975

Sheppard, Ken
Research and Language Learning: A Tour of the Horizon.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 30p.; In its: Out of Class Learning Experiences and Students' Perceptions of Their Impact on English Conversation Skills; see FL 025 966.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Classroom Environment; *College Instruction; Graduate Students; Higher Education; Language Teachers; *Learning Processes; *Second Language Instruction; *Second Language Learning; *Student Characteristics; Teacher Education; *Teaching Assistants

Center for Undergraduate Studies students, differentiating between campus-based and distance education students. Successful matriculation was defined as graduated and/or still enrolled five years later (Fall 1998). The study found that distance education students had a statistically significantly greater frequency of successful matriculation by Fall 1998 than their campus-based counterparts. Breakout analyses, comparing the matriculation of students at individual distance education sites to that of campus-based students, are annexed. (DB)

ED 433 738 HE 032 270

Micceri, Theodore
A Florida Perspective on Enrollment Impacts That Will Result from Recent Financial Aid Trends.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the Association for Institutional Research (AIR) Forum (39th, Seattle, Washington, May 30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; Academic Persistence; *Access to Education; College Freshmen; *Enrollment Projections; Higher Education; Institutional Research; Needs Assessment; Research Methodology; *Scholarships; State Aid; Statistical Analysis; Student Characteristics; *Student Financial Aid
IDENTIFIERS- Florida; Georgia Hope Scholarships; Student Course Load; *University of South Florida

This study evaluated effects of two governmental financial aid programs to increase student access to higher education: the Florida Bright Futures Scholarships (FBFS) and the Federal Tuition Tax Credit (FHOPE). The FBFS program, similar to the Georgia HOPE (Helping Outstanding Pupils Educationally) scholarship program, rewards academic performance in high school. The FHOPE program is intended to make college more affordable for lower income individuals. Analysis focuses on effects of financial aid on enrollment, and data from Georgia's HOPE scholarship program. This study also compared matched samples of Georgia students--2,080 borderline HOPE recipients and 2,047 borderline non-recipients. Analysis suggests that enrollment effects of these programs at the University of South Florida are indirect as increased student persistence and increased student credit hour loads (resulting from better qualified entering students receiving FBFS grants) will affect enrollment, specifically by requiring an increase of more than 300 25-seat, 3-hour course sections by 2001. Suggestions for incorporating scholarships and grants into enrollment, and enrollment projection formulas are offered. (Contains 37 references and 5 tables.) (DB)

ED 433 739 HE 032 271

Bahlmann, David W.
Asset Management for Public Institution Foundations. Foundation Relations. Board Basics Series.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

Cubeta, John F.; Travers, Nan L.; Sheckley, Barry G.
The Risk and Promise Profile: A Validation Study. AIR 1999 Annual Forum Paper.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 99
NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Demography; High Risk Students; Higher Education; Predictive Measurement; Predictor Variables; Self Evaluation (Individuals); *Student Characteristics; *Test Validity
IDENTIFIERS- *AIR Forum

The Risk and Promise Profile is a 78-item, self-report, paper and pencil questionnaire that college personnel can use to outline for each student a profile of personal and social influences (e.g., motivations and deterrents) that are related to student success. This study assessed the predictive validity of the profile by examining the relationships among social, personal, and demographic measures and their ability to predict academic success in a sample of 542 older college students at six educational institutions (four two-year and two four-year colleges). As well as demographic items, the scale measures 11 personal and social variables such as: attitudes toward education; college climate; help-seeking behavior; motivation; and self-efficacy. Hierarchical multiple regression and analysis of variance indicated that the profile explains significant portions of the variance associated with academic success. The results also suggest that different sets of variables are related to the success of Caucasian students and African-American students. Further, the study suggests that race per se should not be used to identify students "at risk." Instead, combinations of personal and social measures are more appropriate predictors of academic performance. Overall, the measure demonstrated reasonable internal validity and explained about 20 percent of the variance associated with success. (Contains 46 references.) (DB)

ED 433 759 HE 032 309

Kehrhahn, Marijke T.; Sheckley, Barry G.; Travers, Nancy L.
Effectiveness and Efficiency in Graduate Education. AIR 1999 Annual Forum Paper.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; Adult Education; Doctoral Programs; *Efficiency; *Graduate Study; Higher Education; Part Time Students; *Program Effectiveness; Program Evaluation; Student Attitudes; *Time To Degree; Vocational Education
IDENTIFIERS- *AIR Forum; *University of Connecticut

This case analysis describes a program to improve the efficiency with which students in the Adult and Vocational Education Ph.D. program at the University of Connecticut work towards and achieve the doctoral degree. Data gathered between 1985 to 1992

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Higher Education; Participant Satisfaction; State Universities; *Student Attitudes; *Student School Relationship; Student Surveys; Undergraduate Study
IDENTIFIERS- *AIR Forum; *Georgia; Student Satisfaction

This paper presents findings of a study which analyzed the relationship between student satisfaction and indicators of student success in the 34 institutions of the University System of Georgia (USG). A student satisfaction survey was administered to about 26,000 undergraduates and the results were merged with the system's student information system to track students over time. Preliminary data indicated that satisfied students were more likely to be successful than those who were less satisfied with college. Major findings indicated: (1) overall, 7 out of 10 USG students were positive about the services and environments at their institution; (2) 8 out of 10 USG two-year college respondents were satisfied with their institution; (3) students who were well-prepared for college academically tended to express high levels of satisfaction with college; (4) students who attended their first-choice institution tended to express high levels of satisfaction; (5) first-generation college students tended to express high levels of satisfaction with college; and (6) students with high levels of satisfaction in their freshman year were more likely to persist in college. Appendices provide background information on respondents and compare respondents to a national user group. (Contains 8 figures and 2 references.) (DB)

ED 433 779 HE 032 329

Li, Guihua; Killian, Tim
Students Who Left College: An Examination of Their Characteristics and Reasons for Leaving. AIR 1999 Annual Forum Paper.
PUB DATE- 99
NOTE- 27p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; *College Students; Dropout Prevention; *Dropout Research; *Dropouts; Higher Education; Research Universities; *School Holding Power; *Student Attitudes; Surveys
IDENTIFIERS- *AIR Forum

Patterns of attrition at a midwestern research university were examined through telephone interviews of 622 students who had left the institution prematurely and through analysis of institutional data to compare school leavers with those who stayed. This comparison found that school leavers were more likely to have lower college admission test scores, be Hispanic (but less likely to be African American), and more likely to have an educational loan. Reasons given by students for leaving the university were diverse, and included (in order of frequency mentioned): family or personal problems, financial difficulties, felt faculty didn't care about students, unable to get needed academic advice, believed that program in preferred academic area was poor, and felt that classes were poorly taught. Results suggest that student/institutional mismatch is a major reason for students leaving. The following recommendations are offered: (1) establish an early alert was better overall than other groups; and (3) student employment appeared to delay graduation by about one-half semester on average. (Contains 12 references and 5 tables.) (DB)

ED 433 797 HE 032 770

Performance Reporting in Higher Education in the Nation and New York State. Briefing Paper for the Regents Committee on Higher and Professional Education.
PUB DATE- 96
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Educational Change; Evaluation Methods; Federal State Relationship; *Government School Relationship; *Higher Education; *Outcomes of Education; *Performance Factors; Program Implementation; Student Characteristics; Undergraduate Study
IDENTIFIERS- *New York

This paper describes the current climate of performance reporting in higher education for the U.S. and New York State. Since the 1980s, there has been strong continuing interest in making higher education more accountable to the public for the resources it uses and results it achieves. By 1994, almost all institutions in the nation engaged in formal self-assessment measures, although comparable information for different institutions was often difficult to obtain. Federal and state governments began to mandate performance accountability measures that would permit state and national comparisons in four areas of student concern: individual outcomes, key experiences, support services, and costs. By 1996, more than half of the states were involved in the issuance of higher education performance reports. This paper describes the major purposes of performance reporting, effectiveness, best reporting practices, and the most common indicators used. In New York, the Board of Regents and the Education Department called for statewide performance reporting in 1993. In the ensuing years, progress has been made toward this goal, although a coordinated student information system is still forthcoming. Differing opinions, institutional complexity, lack of coordinated data and lack of funds have slowed the process. Contains 75 references and 3 tables. (RDG)

ED 433 798 HE 032 771

Excellence and Opportunity for all New Yorkers: The Statewide Plan for Higher Education, 1996-2004.
PUB DATE- 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Cost Effectiveness; Educational Change; Educational Planning; *Governing Boards; Government School Relationship; *Higher Education; *Objectives; Program Implementation; *State Departments of Education
IDENTIFIERS- *New York

This plan describes the challenges facing higher education in New York State and the goals devised by the Board of Regents to address these challenges. The Regents publish such a plan covering two-year and four-year public, private and proprietary

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Access to Information; Costs; Databases; *Electronic Journals; Foreign Countries; Higher Education; Information Technology; Library Administration; *Library Development; Library Funding; Library Personnel; *Library Services; Publishing Industry; Scholarly Journals; *Scientific and Technical Information; *Staff Development; User Needs (Information)
IDENTIFIERS- Denmark; *Electronic Resources

The traditional mode of operation of academic libraries is in crisis due to a combination of zero growth funding, rapidly escalating pricing on information resources (especially scientific journals), necessary investments in technology and human resource development, and increasing customer expectations. These issues are addressed as they relate to DTV (i.e., the university library at the Technical University of Denmark, as well as Denmark's national center for technical scientific information). Developments in scientific publishing are discussed, including implementation of new technology, and increased cooperation and competition among publishers, database producers, agents, and other intermediaries. Taking advantage of these developments in scientific publishing, including coping with the escalating pricing of information resources, and the cost of processing and transforming these products into user services, is considered. The plan for re-engineering DTV library services is described, as well as the following main elements of the plan: (1) development of a common user interface to databases, electronic tables of contents, and electronic full-text journals; (2) staff reductions; and (3) a human resource development project to train staff in new procedures associated with the handling of electronic resources. Major service improvements, lessons learned, and perspectives for academic libraries are summarized. (MES)

ED 433 817 IR 057 447

Breaks, Michael
Management of Electronic Information.
PUB DATE- 99
NOTE- 18p.; In: The Future of Libraries in Human Communication: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Chania, Greece, May 17-21, 1999) Volume 19; see IR 057 443.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Access to Information; Bibliographic Databases; Electronic Journals; *Electronic Libraries; Foreign Countries; Futures (of Society); Higher Education; *Information Management; Information Technology; Internet; Library Administration; *Library Collection Development; Library Collections; Library Funding; Library Policy; Library Services
IDENTIFIERS- *Electronic Resources; Information Infrastructure

This paper discusses the management of library collections of electronic information resources within the classical theoretical framework of collection development and management. The first section provides an overview of electronic information resources, including bibliographic databases,

Library Development; Library Planning; Library Policy; Library Services; *National Libraries; Public Policy
IDENTIFIERS- *British Library (England)

The British Library supports research by collecting and maintaining the national archive; by ensuring the provision of the national bibliography; by building up its collections of research materials from all over the world; and by providing access to its collections through reading rooms and interlending and document delivery services. This paper examines some of the questions of mission and ethics that the British Library has recently been addressing. Discussion includes: (1) Library policy admitting mainly users in the scholarly and research communities; (2) the role of the Internet in drawing in more of the user population; (3) Library income, expenditures and Government grants; (4) the question of charging fees for accessing reading rooms; (5) maintaining a modest level of grant-in-aid funding and finding alternative funding sources; (6) extending the legal deposit law which currently applies only to printed materials to include the deposit of non-print publications; (7) partnerships with the private sector; and (8) public policy developed to address legal, economic, and ethical issues. (AEF)

ED 433 836   IR 057 466

Schmidt, Janine; Cribb, Gulcin
Leading Life-Long Learning: The Library's Role.
PUB DATE- 99
NOTE- 10p.; In: The Future of Libraries in Human Communication: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Chania, Greece, May 17-21, 1999) Volume 19; see IR 057 443.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Electronic Libraries; Facility Improvement; Facility Planning; Foreign Countries; High Schools; Higher Education; Information Literacy; Information Services; Library Development; Library Services; *Lifelong Learning; Program Development; User Needs (Information); World Wide Web
IDENTIFIERS- *University of Queensland (Australia); Virtual Universities

This paper outlines experiences at the University of Queensland Library (UQL) in meeting the challenge of creating an appropriate library and information service to support effective learning. The changing customer base and the changing environments of higher education and libraries are described. Four strategies for extending the role of the Library in active support of teaching and learning at the University of Queensland are then described. These include: thoughtful and innovative design, maintenance and use of effective virtual and physical facilities; development of Web-based interactive information skills programs; creation of the University of Queensland Cybrary; and building positive educational experiences for high school students through the University of Queensland Library Cyberschool. (AEF)

ED 433 837   IR 057 467

Skiadas, C. H.

Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; *Childrens Literature; Elementary Education; Parent Participation; Questionnaires; Reading Interests; *Reading Materials; *Reading Programs; School Libraries
IDENTIFIERS- *Book Clubs; Web Sites

This book provides information to help teachers, librarians, and parents establish a book club for the Prekindergarten through eighth-grade school community. The first chapter discusses book club planning, publicity, preparations, process, and acquisition of books. The following 13 chapters suggest books for a variety of subject areas, including connecting to the arts, humor, families in transition, social issues, folklore and mythology, sports fiction, modern magazines for children, picture books, censored/banned books, links to the Internet, middle school reading, gender equity in literature, and book talks. Each chapter contains a general overview, guided reading questions, a key journal article, an annotated list of journal articles about the topic, an annotated bibliography of books about the topic, an annotated bibliography of suggested reading materials, a bibliography of resources for further reading, and a list of World Wide Web sites. A questionnaire for evaluating book club meetings, as well as a list of references for teachers and parents, are also included. (MES)

ED 433 856 IR 057 533

Library Services and Technology Act: FY1999 LSTA Guide.
PUB DATE- 98
NOTE- 34p.; For the FY 2000 LSTA guide, see IR 057 499.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Information; *Federal Aid; Federal Legislation; Federal Programs; *Grants; Information Technology; Library Automation; *Library Funding; Library Services; State Libraries
IDENTIFIERS- *Idaho; *Library Services and Technology Act 1996

This document provides guidelines for Idaho libraries applying for Library Services and Technology Act (LSTA) grants for fiscal year (FY) 1999. The following sections are included: (1) competitive grant timeline; (2) Idaho State Library Development Division staff; (3) preferred future for Idaho libraries; (4) description of the LSTA subgrant program; (5) who can apply for LSTA grant funds; (6) when applications are due; (7) the grant project period; (8) how "winning" grant applications are selected for funding; (9) how grant funds are distributed; (10) bureaucratic red tape and strings attached to federal funds, including what is expected of grant recipients, federal regulations that apply to the use of these funds, and certifications required of the grant recipient; and (11) FY 1999 LSTA allocation plan. The appendices list requirements for: eligibility; all projects; projects involving machine readable records; planning projects; district projects; individual continuing education projects; and Read-to-Me projects. (MES)

ED 433 857 JC 980 354

Tollefson, Terrence A.
California Community Colleges: Coping with Tax Reductions.

Improving Teaching and Learning. FEDA's Contribution and Examples of College Good Practice.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Adult Educators; *Agency Role; Case Studies; Continuing Education; *Educational Improvement; *Educational Practices; Experiential Learning; Faculty Development; Foreign Countries; Mentors; Peer Teaching; Postsecondary Education; Professional Development; *Teacher Improvement; Teamwork; Technical Institutes; Trend Analysis
IDENTIFIERS- *Further Education Development Agency (England); Lead Teachers; *United Kingdom

This document contains an introductory paper and three case studies on improving teaching and learning at further education (FE) colleges in the United Kingdom. "Introduction" (Graham Peeke) reports on the following: government efforts to improve teaching at FE colleges; the work being done by the Further Education Development Agency (FEDA) at the strategic, organizational, and individual levels to enhance the development of FE teachers; and FE colleges' self-assessment of teaching and learning, and implementation of improvement strategies in preparation for FEDA inspection. The first case study, "The Lead Teacher Initiative" (Richard Jerome), describes how Barnsley College's lead teacher initiative has contributed to the college's transformation by promoting and supplementing incremental improvements in the standards of teaching and learning in both higher and further education. "Continuing Professional Development through Peer Monitoring" (Fiona Kaplan) discusses how Coventry Technical College's peer monitoring program, which is based on an experiential learning and peer mentoring model, has contributed to FE lecturers' professional development. "The Teaching and Learning Process-Improvement Team" (Cathi Caley) describes a project in which Skelmersdale College formulated a process-improvement team that developed a system to identify and promote shared understanding of good practice in teaching and learning across the college. (MN)

ED 433 415 CE 079 081

Gender Equity and the New Perkins Act: Implications for Vocational Educators.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Compliance (Legal); Displaced Homemakers; Educational Legislation; *Educational Planning; *Federal Legislation; Nontraditional Occupations; One Parent Family; Outcomes of Education; Postsecondary Education; Secondary Education; *Sex Fairness; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990; *Carl D Perkins Vocational Technical Educ Act 1998

This issue paper provides vocational educators with a comparison of the 1998 Carl D. Perkins Vocational and Applied Technology Education Act regarding gender equity and the 1990 act of the same name. It includes a four-page chart that compares key

ED 433 432 CE 079 105

Fleming, Ted, Ed.; Collins, Thomas, Ed.; Coolahan, John, Ed.
Higher Education: The Challenge of Lifelong Learning. Proceedings of a Conference at the Centre for Educational Policy Studies, National University of Ireland (Maynooth, Ireland, May 13, 1999).
PUB DATE- 99
NOTE- 75p.; Product of the Centre for Educational Policy Studies, National University of Ireland.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; Adult Learning; *Adult Students; *Continuing Education; Education Work Relationship; Educational Cooperation; Educational Legislation; *Educational Needs; Educational Objectives; *Educational Policy; Educational Trends; Foreign Countries; Higher Education; International Cooperation; *Lifelong Learning; Needs Assessment; Nontraditional Students; Policy Formation; Reentry Students; Student Participation; Trend Analysis
IDENTIFIERS- Ireland; *United Kingdom

This document contains eight papers from a conference on higher education and the challenge of lifelong learning. "Lifelong Learning" (Garret Fitzgerald) explores issues related to ensuring that all adults have access to lifelong learning. "Lifelong Learning and Higher Education: The International Context" (Alan Wagner) examines how common economic and social developments in Organization for Economic Development countries are driving the main lines of the education policy debate. "Higher Education--The Challenge of Lifelong Learning: Questions and Issues for Policy" (Don Thornhill) explains the necessity of lifelong learning for all. "Participation of Mature Students in Higher Education in Ireland" (Patrick Clancy) discusses the effects of past and existing policies on participation in lifelong learning. "The Adult Learner--Developments and Research in the United Kingdom: Contextualising Access in the UK." (Barbara Merrill) reviews the findings of research on participation in lifelong learning and ways of widening access. "Higher Education and Lifelong Learning: The Experience of Adults at College" (Ted Fleming, Mark Murphy) summarizes the findings of research on factors critical to mature students' success in higher education. "Implications of the Qualifications (Education and Training) Bill 1999" (Dick Langford) considers the implications of pending legislation for lifelong learning in Ireland. Presented next are selected working group recommendations. The concluding paper, "Closure" (John Coolahan), summarizes the key issues raised at the conference. (Each paper contains tables and references.) (MN)

ED 433 433 CE 079 107

Gallo, Gail; Wichowski, Chester P.
Netscape Communicator 4.5. Volume I: The Basic Functions of the Navigator Component.
PUB DATE- 99
NOTE- 45p.; For volume II, see CE 079 108.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Computer Literacy; Computer Science Education; Downloading; Elementary Secondary Education; Higher

for controlling and evaluation and that can be described by the key words "new promotion philosophy," "new programs," "decentralization," and "regionalization." Part 3 focuses on output evaluations now prescribed by law, as well as the concomitant concept of competitive performance, which opens up new opportunities. Part 4 discusses a system of target agreements that specify labor market-related impact targets. A second focus is quality management. After examining these specific aspects, part 5 offers a systematic framework showing the role played by monitoring, control, and evaluation in relation to current issues. Part 6 looks at parallel developments at the European Union level. The report contains 29 references. (YLB)

ED 433 451   CE 079 136

Aventur, Francois; Campo, Christian; Moebus, Martine
Factors in the Spread of Continuing Training in the European Community.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Continuing Education; Education Work Relationship; Employer Employee Relationship; Foreign Countries; *Industrial Training; *Job Training; *Lifelong Learning; Postsecondary Education; Secondary Education; Staff Development; Unemployment; *Vocational Education
IDENTIFIERS- European Community; *France

A study compared 17 European countries' initial and continuing vocational training systems. Two kinds of continuing training (CT)--that which is initiated by the employer and that which is intiated by the individual--provide an indicator for comparing the different situations observed throughout the European Community. The two forms are mutually reinforcing. The more employers have recourse to CT, the greater the chances the country involved can rely on widespread practices of individually initiated training. This complementary relationship is not automatic, however. In France, the considerable investment of companies in CT is matched by a weak position with regard to individually initiated training. The dynamism of employer-initiated CT practices depends on three essential factors: impact of economic activity and company size, influence of initial vocational training, and impact of the organization of continuing vocational training. Individuals assume responsibility for their training at some point in their working life in all countries, but to different degrees. The objectives pursued are multiple, even if CT is increasingly intended to ward off unemployment. Individual initiatives also emerge in the context of lifelong learning. The following factors contribute to individual initiatives: the tradition of lifelong learning and diversification of training supply; the right to training leave in two forms: legal and contractual; government aid measures; and certification of CT. (YLB)

ED 433 452   CE 079 137

Engaging Adults in Literacy Programs at Neighborhood Networks Centers.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English

but to augment them, and they cannot be too realistic in order that students not be confronted with too many issues, problems, or situations at once. They should be part of a larger process of entrepreneurship and business education. (KC)

ED 433 469 CE 079 166

Schuyler, Gwyer
Business Incubators: A Review. Digest Number 97-4.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; Business Administration; Business Education; *Economic Development; *Entrepreneurship; Planning; *Small Businesses
IDENTIFIERS- *Business Incubators

A business incubator is an organization of services designed to nurture new businesses. Services that can be offered include management assistance, access to financing, business or technical support services, and shared office services. In 1997, 550 incubators served more than 13,000 clients, affiliates, and graduates. More than 80 percent of the businesses that have graduated from an incubator are still in existence. State governments have begun to support more business incubators in order to foster local economic development, although state support has not kept pace with the increase in incubators. Business incubators generate revenue beyond that directly created by the businesses that participate. Starting a business incubator requires careful planning, including a feasibility study, followed by facility renovation, and business development. Maturity of the business incubator is heralded by greater demand of tenants than the incubator's supply of space and the provision of comprehensive and sophisticated business assistance services. (KC)

ED 433 470 CE 079 167

Foote, Elizabeth
Grameen Banks. Digest Number 97-6.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; *Banking; Business Administration; *Capital; Developing Nations; Economic Development; *Economically Disadvantaged; *Entrepreneurship; Females; Financial Support; Foreign Countries; Job Development; Labor Force Development; *Minority Groups; Small Businesses; *Sustainable Development
IDENTIFIERS- *Grameen Bank

Grameen Banks are a model of successful support for the smallest businesses. The Grameen Bank began in 1976, when Muhammad Yunus, an economics professor at Chittagong University in southern Bangladesh, loaned Sufiya Khatun, a weaver of bamboo stools, $4 U.S. to buy supplies and raise her daily profit from 2 cents to $1.25. Her success prompted him, with help from his students, to set up a bank. Since the first loan, Grameen has grown to employ 14,000 staff in 35,000 villages in Bangladesh. In 1996 it provided 3.62 million loans with the average loan size of about $100 U.S., with a default rate of less than one-half of one percent. Six principles guide the bank: (1) it lends only to the poorest people; (2) women are the primary

Development; Stress Variables
IDENTIFIERS- *Taiwan

This study outlines several critical issues confronting junior and senior high school students in Taiwan (Republic of China). Stories from school administrators and teachers depict the qualitative and personal nature of the adolescent experience as seen through the eyes of school personnel. An overview of the social and educational setting in Taiwan around 1990 helps orient readers and put these adolescent anecdotes in a meaningful cultural context. The paper presents these observations as legitimate and relevant rather than idiosyncratic experiences by documenting their occurrence through empirical research and cultural observations. Although culturally specific (uniquely Chinese) adolescent experiences were found, the overall results indicate that adolescents in Taiwan also confront many of the social, physical, familial, and psychological difficulties often associated with becoming an adult in other industrialized societies. In summary, educators, counselors, and policy makers around the world need to share insights, work to improve understanding of adolescent stress reactions, and explore successful intervention strategies. (Contains 31 references.) (Author/JDM)

ED 433 491 CG 029 469

Karustis, James L.; Habboushe, Dina F.; Leff, Stephen S.; Eiraldi, Ricardo B.; Power, Thomas J.
From Clinic to School: Adapting a Homework Intervention Program for ADHD in School Settings.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Convention and Exposition of the National Association of School Psychologists (31st, Las Vegas, NV, April 6-10, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Attention Deficit Disorders; *Behavior Modification; Educational Environment; Elementary Education; *Homework; *Hyperactivity; Parent Participation; Parent Student Relationship; *Parent Teacher Cooperation; School Psychologists; Teaching Methods

This paper briefly outlines the Homework Success Program (HSP), a family-school intervention program for attention-deficit/hyperactivity disorder (ADHD). The HSP uses a conjoint behavioral approach, emphasizing the importance of implementing behavioral interventions that involve parents, teachers, and students. The primary goals of the program are increasing rates of homework completion and accuracy, promoting home-school collaboration, and reducing parent-child conflict during homework time. Although the HSP has typically been conducted in clinic settings, the authors advocate expanding the HSP, consistent with an emerging trend in school psychology in which such programs are conducted in school settings as well as in clinics. This paper was presented to conference participants to describe the HSP's curriculum and its implementation in school settings. Participants were expected to gain a basic understanding of the core program components, improve their parent-teacher collaboration skills, and learn how to implement the system in schools. (Contains 20 references.) (GCP)

ED 433 492 CG 029 475

instructional practices. In that chapter, students' answers to such questions as "how often does your teacher talk to you about your writing" are reported, along with student performance data. Chapter 5 presents results of the state-by-state assessment done at grade 8, which was the first NAEP state-by-state assessment in writing. That chapter also reports results by subgroups of the population in each participating state or jurisdiction. Chapter 6 explores in greater depth how student writing on the assessment was evaluated. It shows the scoring guides that were used and reports on student performance in narrative, informative, and persuasive writing. Chapter 6 also provides additional samples of student writing. Contains numerous tables and figures of data. Appendixes contain: information about procedures for the administration and evaluation of the assessment, as well as about how subgroups (such as race/ethnicity) were defined; standard errors for tables included in the body of the report; the percentage of students in each subgroup by state or jurisdiction; other contextual information, such as expenditures on education, from nonNAEP sources such as the census; more detailed achievement level results for subgroups of students; and results for students in nonpublic schools. (RS)

ED 433 509 CS 216 851

Jerry, Laura J.; Ballator, Nada
NAEP 1998 Writing State Report for Alabama.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 42p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 216 850. For highlights of the full report, see CS 216 849. For the 40 separate reports for 36 states, the District of Columbia, Department of Defense Dependent Domestic Schools, Department of Defense Dependent Overseas Schools, and the Virgin Islands, see CS 216 851-890.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 8; Junior High Schools; *National Competency Tests; Public Schools; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results; *Writing Achievement; Writing Research
IDENTIFIERS- *Alabama; National Assessment of Educational Progress; State Writing Assessments

In 1998 for the first time, the NAEP (National Assessment of Educational Progress) administered a writing assessment at the state level. This report describes the writing achievement of Alabama eighth-grade students and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). In Alabama, 2449 students from 101 public schools were assessed. The writing assessment questions asked for three major kinds of writing: some required narrative, some informative, and some persuasive writing. Each student who participated in the state assessment was given two questions and had 25 minutes to respond to each question. The questions asked students to write in a variety of forms, such as essays, letters, stories, as well as to a variety of audiences, such as teachers, other students, and school boards. The distribution of writing results and writing achievement level results are provided for subpopulations of students (gender, participated in the state assessment was given two questions and had 25 minutes to respond to each question. The questions asked students to write in a variety of forms, such as essays, letters, stories, as well as to a variety of audiences, such as teachers, other students, and school boards. The distribution of writing results and writing achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' educational level, free/reduced-price lunch program eligibility, and type of location). The average writing proficiency of eighth-grade public school students in Mississippi on the NAEP writing scale was 134 compared to 148 nationwide. (RS)

ED 433 526 CS 216 868

Jerry, Laura J.; Ballator, Nada
NAEP 1998 Writing State Report for Missouri.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 42p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 216 850. For highlights of the full report, see CS 216 849. For the 40 separate reports for 36 states, the District of Columbia, Department of Defense Dependent Domestic Schools, Department of Defense Dependent Overseas Schools, and the Virgin Islands, see CS 216 851-890.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 8; Junior High Schools; *National Competency Tests; Public Schools; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results; *Writing Achievement; Writing Research
IDENTIFIERS- *Missouri; National Assessment of Educational Progress; State Writing Assessments

In 1998 for the first time, the NAEP (National Assessment of Educational Progress) administered a writing assessment at the state level. This report describes the writing achievement of Missouri eighth-grade students and compares their overall performance to students in the Central region of the United States and the nation (using data from the NAEP national assessments). In Missouri, 2621 students from 108 public schools were assessed. The writing assessment questions asked for three major kinds of writing: some required narrative, some informative, and some persuasive writing. Each student who participated in the state assessment was given two questions and had 25 minutes to respond to each question. The questions asked students to write in a variety of forms, such as essays, letters, stories, as well as to a variety of audiences, such as teachers, other students, and school boards. The distribution of writing results and writing achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' educational level, free/reduced-price lunch program eligibility, and type of location). The average writing proficiency of eighth-grade public school students in Missouri on the NAEP writing scale was 142 compared to 148 nationwide. (RS)

ED 433 527 CS 216 869

Jerry, Laura J.; Ballator, Nada
NAEP 1998 Writing State Report for Montana.

letters, stories, as well as to a variety of audiences, such as teachers, other students, and school boards. The distribution of writing results and writing achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' educational level, free/reduced-price lunch program eligibility, and type of location). The average writing proficiency of eighth-grade public school students in West Virginia on the NAEP writing scale was 144 compared to 148 nationwide. (RS)

ED 433 543 CS 216 885

Jerry, Laura J.; Ballator, Nada
NAEP 1998 Writing State Report for Wisconsin.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 42p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 216 850. For highlights of the full report, see CS 216 849. For the 40 separate reports for 36 states, the District of Columbia, Department of Defense Dependent Domestic Schools, Department of Defense Dependent Overseas Schools, and the Virgin Islands, see CS 216 851-890.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 8; Junior High Schools; *National Competency Tests; Public Schools; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results; *Writing Achievement; Writing Research
IDENTIFIERS- National Assessment of Educational Progress; State Writing Assessments; *Wisconsin

In 1998 for the first time, the NAEP (National Assessment of Educational Progress) administered a writing assessment at the state level. This report describes the writing achievement of Wisconsin eighth-grade students and compares their overall performance to students in the Central region of the United States and the nation (using data from the NAEP national assessments). In Wisconsin, 2006 students from 80 public schools were assessed. The writing assessment questions asked for three major kinds of writing: some required narrative, some informative, and some persuasive writing. Each student who participated in the state assessment was given two questions and had 25 minutes to respond to each question. The questions asked students to write in a variety of forms, such as essays, letters, stories, as well as to a variety of audiences, such as teachers, other students, and school boards. The distribution of writing results and writing achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' educational level, free/reduced-price lunch program eligibility, and type of location). The average writing proficiency of eighth-grade public school students in Wisconsin on the NAEP writing scale was 153 compared to 148 nationwide. (RS)

ED 433 544 CS 216 886

Jerry, Laura J.; Ballator, Nada
NAEP 1998 Writing State Report for Wyoming.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (82nd, New Orleans, Louisiana, August 3-8, 1999). Minorities and Communication.

PUB DATE- 99

NOTE- 451p.; For other sections of this proceedings, see CS 510 132-153.

LANGUAGE- English

EDRS Price- MF01/PC19 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Advertising; American Indians; Asian Americans; High Risk Students; Higher Education; Journalism Education; *Mass Media Effects; *Minority Groups; *Newspapers; Racial Bias; *Racial Relations; Sex Stereotypes; Student Attitudes

IDENTIFIERS- African Americans; Hate Speech; Internment Camps; *Lynchings; Media Coverage; Mormons; Native Americans; Spanish Language Only Television; Teen Magazines

The Minorities and Communication section of the Proceedings contains the following 15 papers: "An Analysis of Role Portrayal in U.S. Spanish-Language Television Promotional Announcements" (Jami J. Armstrong and Alice Kendrick); "A Critical Analysis of the Newspaper Coverage of Native Americans by 'The Daily Oklahoman' Newspaper for 1998" (Dianne Lamb); "Japanese-American Internment Redress and Reparations: A Pilot Study of Media Coverage by the 'Los Angeles Times' and 'Washington Post'--1986-1999" (Joy Y. Nishie); "Third-Person Perception and Optimistic Bias among Urban Minority 'At-Risk' Youth" (John Chapin); "Exclusion, Denial, and Resignation: How African American Girls Read Mainstream Teen Magazines" (Lisa Duke); "Hate Speech and the Third-Person Effect: Susceptibility, Severity, and the Willingness to Censor" (Jennifer L. Lambe and Dhavan V. Shah); "The Media, Susan Smith, and the Mythical Black Kidnapper: Why Don't I Trust My Black/White Neighbor?" (Jennifer L. Bailey Woodard); "KVUE-TV's 'Crime Guidelines' and Unconscious Racism: A Case Study" (Bob Pondillo); "Let That Be Your Last Battlefield: Race and Biraciality in 'Star Trek'" (Michele S. Foss); "Model Minority Discourse in the News Media: A Comparison of Asian American and Mormon Cases" (Chiung Hwang Chen); "'Beyond the Looking Glass': Thoughts and Feelings of African American Images in Advertisements by Caucasian Consumers" (Cynthia M. Frisby); "The Press and Lynchings of African Americans" (Richard M. Perloff); "Black, White, Hispanic, and Asian-American Adolescents' Responses to Culturally Embedded Ads" (Osei Appiah); "A Minority Voice in the Wilderness: Julius F. Taylor and the 'Broad Ax' of Salt Lake City" (Michael S. Sweeney); and "'The Indianapolis Recorder': A Midwestern Black Newspaper Passes Century Mark by Finding Formula for Survival" (Tendayi S. Kumbula). (RS)

ED 433 563 CS 510 144

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (82nd, New Orleans, Louisiana, August 3-8, 1999). Media Management and Education.

PUB DATE- 99

NOTE- 302p.; For other sections of this proceedings, see CS 510 132-153.

LANGUAGE- English

EDRS Price- MF01/PC13 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Advertising; Audience Analysis; Cable Television;

This paper examines the financial consequences of one section of Bill 47, which allowed Manitoba's parents to have "freedom of choice" when placing their children in school. The article traces the passage of Bill 47, the Public School Amendment Act, which the government of Manitoba rushed through the Legislative Assembly in 1996. Accompanying the freedom of choice was the mandatory transfer of funds when a student moved from one school district to another. The text explains how increased competition among schools, combined with parental choice, accelerated mobility rates among school divisions. A review of the 47 school divisions and 9 school districts that make up all the public schools in Manitoba revealed that 1 percent of the total public school budget had been changing hands among school divisions/districts as a result of student mobility in 1997. In terms of winners and losers, it was found that 51 percent of the total jurisdictions suffered financial loss when outgoing students outnumbered incoming students. Thirty-four percent of school divisions/districts benefitted from transfers and 14 percent experienced a neutral fiscal impact. Although the overall effect on budgets remained modest for 1997-98, it is uncertain whether more profound fiscal consequences will be evident in coming years. (RJM)

ED 433 581 EA 029 545

Wallace, Mike; Pocklington, Keith
Slipping through the Cracks: Policy Interaction and Implementation of School Reorganisation Initiatives.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Administration; Educational Change; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Government School Relationship; *Policy Formation; *Resistance to Change; School Administration; School Based Management; *School Effectiveness
IDENTIFIERS- England

This paper explores how a policy, that itself becomes the object of analysis, can be embedded within a wider nexus of policies that interact with it, thus affecting the course of its implementation. The research for the paper was built on a pilot study of a merger among three schools. The merger demonstrated how policies originating from the massive central government education reform program had acted as a major constraint on implementation of the merger itself. The paper outlines the study's research design and conceptual framework, and a typology of factors is put forward that relates to other externally initiated policies--policies that were developed from the pilot-study findings. Some examples of factors are explored, followed by a consideration of using such a typology as a basis for further research. The methods of investigation included: focused, interpretive case studies; over 300 semistructured interviews; and a collection of documents at the local education authority level and at the school level. The findings show that the influence of other policies on implementation of the reorganization policy heavily influenced the context of implementation. These policies mostly inhibited implementation of reorganization and policies connected with the central government's education reform program. (Contains 18 teachers; influences on school policies, particularly in six areas of school policies and activities in which teachers and principals reported that they had a lot of influence; site-based decision-making; and average class size by state for the years 1993-94. (RJM)

ED 433 601 EA 030 017

Chambers, Jay; Lieberman, Joanne; Parrish, Tom; Kaleba, Daniel; Van Campen, James; Stullich, Stephanie
Study of Education Resources and Federal Funding: Preliminary Report.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.; Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 99
NOTE- 213p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Assessment; *Educational Finance; Elementary Secondary Education; *Federal Aid; Needs Assessment; Profiles; Program Descriptions; *Resource Allocation
IDENTIFIERS- Elementary Secondary Education Act; Goals 2000

The study of Educational Resources and Federal Funding (SERFF) examines the allocation and use of funds provided to school districts and schools through Goals 2000 and five of the largest Elementary and Secondary Education Act (ESEA) programs for the 1997-98 school year. It also examines how program funds are used for various strategies for improving student achievement and how the use of resources varied across schools and districts. It analyzed the proportion of funds used for instruction, instructional support, administration, and other purposes, as well as the proportion of funds used at the district and school levels. The report outlines the targeting of these program funds at the district and school levels and how targeting has changed since the 1994 reauthorization of the ESEA. The six programs in the study accounted for 41 percent of total federal revenues for elementary and secondary education for 1997-98. Four of the programs provided funding to a large majority of school districts through formula grants, whereas two offered competitive grants to a smaller number of districts. Data were collected from a stratified sample of 720 school in 180 districts. Each of the six federal education programs had different priorities and provisions governing the allocation of funds among states, school districts, and other agencies. (Detailed statistics are provided in 93 tables.) (RJM)

ED 433 602 EA 030 018

Harwayne, Shelley
Going Public: Priorities & Practice at The Manhattan New School.
PUB DATE- 99
NOTE- 338p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Curriculum Development; *Educational Change; Educational Environment; *Educational Innovation; Elementary Secondary Education; Instructional Leadership; Parent Participation; Program Descriptions; Public Schools; School Community Relationship

PUB DATE- 98
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Income; Needs Assessment; *Resource Allocation; School Accounting; *State Aid; Taxes
IDENTIFIERS- *Minnesota

This report provides an overview of educational financing in Minnesota. It describes how support for elementary and secondary education in the state comes through a combination of state-collected taxes and locally controlled property taxes. Revenue to the school districts is received in three major categories: state education-finance appropriations; state-paid property-tax credits; and property-tax levies. The document discusses how these three sources of money target general-education programs and categorical programs. Some of the various types of revenue for general-education programs include basic skills revenue, secondary-sparsity revenue, elementary-sparsity revenue, operating-capital revenue, transportation-sparsity revenue, graduation-standards-implementation revenue, training and experience revenue, transition revenue, supplemental revenue, reserved revenue and reductions, referendum revenue, and the equalizing factor. Some of the various revenue targets for categorical programs include special education, secondary vocations education, capital expenditure related programs, debt-service revenue, abatement revenue, crime-related costs, gifted and talented programs, historical-building revenue, homeless-student revenue, and minority-teacher incentives. The report also highlights property tax relief aids, such as the education-homestead credit, and details other aspects of finances, including education-finance appropriations and property-tax-relief aid payments to school districts. (RJM)

ED 433 622 EA 030 040

Villani, Susan
Are You Sure You're the Principal? On Being an Authentic Leader.
PUB DATE- 99
NOTE- 120p.; Foreword by Roland S. Barth.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Effectiveness; Case Studies; Educational Administration; Elementary Secondary Education; Instructional Leadership; Leaders Guides; Leadership Qualities; *Principals; *Professional Development

This book is intended to encourage and support leaders in being authentic. It draws on the stories and anecdotes of an educator who has been a school principal for 20 years. Two organizing principles structure the 6 chapters: the core issues of leadership are illustrated and discussed through stories while the evolution of a leader is portrayed. It is hoped that practicing administrators and school leaders, parents, and those concerned with women's experiences in leadership will readily identify with the issues presented in the book. Chapter 1 addresses the need to come to terms with stereotypes and distortions, whereas chapter 2 provides insights on dealing with staff members. Chapter 3 treats the importance of empowerment and innovation, and chapter 4 presents stories

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Behavior Change; Behavior Patterns; Behavior Problems; *Early Intervention; *Emotional Disturbances; *Interpersonal Competence; Models; *Outcomes of Treatment; *Peer Relationship; Preschool Education; Program Effectiveness; Program Evaluation

This study evaluated the outcomes of an ongoing child day-treatment program in operation at a health treatment center in the Midwest. The program emphasized development of social skills through modeling by adults and practice with peers in 3-hour sessions that met 4 times a week. Evaluation focused on the extent to which clients improved in social functioning and whether there was an overall increase in age-appropriate behaviors. Admission and discharge data were obtained for 49 clients from 1993 to 1996. In addition, the Preschool Behavior Rating Scale was administered on admission and discharge. Analysis indicated significant improvement for all of the assessed behavioral categories with children functioning at an age-appropriate level or better on discharge. Results support the value of early, appropriate, and intensive intervention with young children with emotional/behavior disorders. (DB)

ED 433 640 EC 307 385

LeBuffe, Paul A.
The Measurement of Within-Child Protective Factors in Preschool Children.
PUB DATE- 98
NOTE- 5p.; In: Chapter 5, "Prevention & Early Intervention," of Proceedings of the Annual Research Conference, A System of Care for Children's Mental Health: Expanding the Research Base (11th, Tampa, FL, March 8-11, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- At Risk Persons; *Behavior Disorders; *Behavior Rating Scales; *Emotional Disturbances; Factor Analysis; Personality Traits; *Preschool Children; Preschool Education; *Prevention; *Psychometrics; Standardized Tests; Test Reliability; Test Validity

This paper offers a method for evaluating protective factors in young children at risk for emotional and/or behavioral disorders. It reviews the development, standardization, validation, and use of a new, nationally standardized measure of within child protective factors, the Devereux Early Childhood Assessment (DECA). The DECA evaluates the frequency of 30 positive behaviors and is completed by parents, preschool teachers, and child care providers. Psychometric data are provided on the standardization sample (more than 2,000 children in 27 states), scale development (resulting in establishing the four factors of efficacy, sociability, emotional regulation, and attachment), reliability (total scale reliability, internal reliability, test-retest reliability, and inter-rater reliability), and validity (criterion validity and construct validity). The paper finds that the DECA could be critically important to the primary prevention efforts within the preschool system of care. (DB)

ED 433 641 EC 307 386

Clyman, Robert B.; Riley, Anne W.; Lewin, Amy B.; Messer, Stephen

Imagine...Opportunities and Resources for Academically Talented Youth, 1996-1997.
PUB DATE- 96
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academically Gifted; Archaeology; Astronomy; *College Bound Students; College Choice; Computers; Global Education; Higher Education; History; Physics; Secondary Education; Talent; Technology Education

This document consists of the five consecutive issues of the journal "Imagine..." published during volume year 4. Typical journal articles cover teaching academically talented secondary students in the following focus areas: (1) planning ahead for college; (2) history and archaeology; (3) physics and astronomy; (4) the global society; and (5) computer technology. Many articles were written by students. In addition to articles, each issue includes special program announcements, competitions, book reviews, a college review, and puzzles. Sample articles include: "Everything You Ever Wanted To Know...Interview with a College Admissions Director" (Susan Hellerman); "Going Public: The Powerful Pluses of Undergraduate Education at State Institutions" (Lesley Mackay); "In Retrospect: How We Got the Most Out of Campus Visits" (Robert Suderman and Tamara Suderman); "Interview with Eric Gordon: Art Conservator" (Lesley Mackay); "National History Day: Promoting the Study of History in the Schools" (Robert James Warren); "Potsherds and Emeralds: Portrait of a Young Archaeologist" (Lisa Brody); "From Jawbones to Genomes: The History of a Science" (Scott Rifkin); "Making the Most of a Museum Internship" (Amanda Bell, Shelli Calland); "Hooked on Physics: Seven Astrophysicists Share Their Stories"; "KidSat: Students Exploring Earth from Space" (Mark Jones and Lesley Mackay); "Spending a Summer in Aerospace Engineering" (Jonah Berger and Amelia Dudley); "Exploring Career Options: Planetary Science" (Carol Blackburn); "Craig Kielburger and Free the Children: Protecting Young People's Rights" (Lesley Mackay); "Traveling the World...To Promote Understanding" (Diana Rutowski and Bill Loth); "Model U.N.: Debating World Issues...and More" (Brian Milch and Jessie Withrow); "Cycles of Destruction" (Shaumo Sadhukhan); "Panning for Gold on the World Wide Web" (Carol Blackburn); "Create Your Own Web Page: Getting Started" (Eileen Ptak); "ThinkQuest: Teaching and Learning, Internet-Style" (Carol Blackburn); and "A Portrait of the Programmer as a Young Man" (Joseph Turian). (DB)

ED 433 659 EC 307 404

Hartman, Melissa E., Ed.
Imagine...Opportunities and Resources for Academically Talented Youth, 1997-1998.
PUB DATE- 97
NOTE- 162p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academically Gifted; *Biology; *Communications; Higher Education; Linguistics; Literature; Mass Media; *Mathematics; Medicine; Multimedia Materials; *Politics; Secondary Education; Talent

This document consists of the five consecutive issues of the journal "Imagine..." published during volume year 5. Typical journal articles cover teaching academically talented secondary

IDENTIFIERS- Contractors (Construction Industry); *Los Angeles Unified School District CA

A preliminary report of the California Legislature's Joint Legislative Audit Committee presents findings on the construction team selection process for the Los Angeles Unified School District's (LAUSD's) Belmont Learning Complex. Evidence reveals a seriously flawed process that directly conflicted with existing law and practice. The report addresses LAUSD violations that include circumventing the competitive bidding process, foregoing a formal selection process in awarding a general contractor position to a partner of the developer's team, having conflicts of interest in the selection process, and using public bond money for joint ventures that may violate the California State Constitution. The report states that the LAUSD should be held to the same standards as all other school districts in California and that the school portion of the Belmont project be put out for bid pursuant to the Public Contracts Code prior to Phase C approval by the State Allocation Board. (GR)

ED 433 679 EF 005 596

Site Acquisition and Related Environmental Concerns. Report of the Joint Legislative Audit Committee.

PUB DATE- 98

NOTE- 81p.; For other Joint Legislative Audit Committee Reports, see ED 005 595-600. Cover title: "School Site Acquisition and Environmental Issues"; Web title: "Acquiring Urban Land for Public School Construction and Related Environmental Concerns. Joint Legislative Audit Committee Informational Hearing, June 17, 1998. A Post Hearing Report."

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Administration; Board of Education Policy; Elementary Secondary Education; *Land Acquisition; Public Schools; *School Construction; Site Selection; *Urban Schools

IDENTIFIERS- *Los Angeles Unified School District CA; *San Diego Unified School District CA

A public hearing of California's Joint Legislative Audit Committee examined land acquisition policy and practice in relation to new school construction projects during which the following two areas of concern were identified: (1) acquiring land for new schools in congested urban settings; and (2) managing the conflict that may arise from local, state, and federal environmental regulation. This report focuses on the Los Angeles Unified School District and San Diego City Unified School District's approaches to acquiring urban land for new school construction, the role of the State Allocation Board, and the complexities of asserting Eminent Domain. Also addressed are the collaborative problems and administrative misadventures that contributed to one California school, the Jefferson Middle School, being built on contaminated land. Appendices present witness testimony, environmental reports, and state agency action concerning Jefferson Middle School. (GR)

ED 433 680 EF 005 597

Toxic School Sites in Los Angeles: Weaknesses in the Site Acquisition Process. Special Report of the Joint Legislative Audit Committee.

PUB DATE- 98

NOTE- 39p.; For other Joint Legislative Audit Committee Reports, see ED 005 595-600.

Massachusetts in 1997 and 1998 is proposed as an example of this resistance to accountability. Increased flexibility in local program choice and participation of English language learners in the assessment process is recommended for Massachusetts. (MSE)

ED 433 700 FL 025 947

Rossell, Christine H.
Mystery on the Bilingual Express: A Critique of the Thomas and Collier Study.
PUB DATE- 99
NOTE- 19p.; This document has been downloaded from source's Web site.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Bilingual Education; *Educational Research; Elementary Education; English (Second Language); *Language Minorities; Language Research; *Limited English Speaking; Program Effectiveness; *Research Methodology; Second Language Programs
IDENTIFIERS- *Two Way Bilingual Education

A study of school effectiveness for language minority students, authored by Virginia Collier and Wayne Thomas, is criticized as having two serious flaws. The first is that its methodology is a simple descriptive cohort analysis, seen as unscientific and producing misleading results because: each grade consists of different students; the number of students in each grade is not given; there is no statistical control for pretreatment differences; and the test scores shown after elementary school are not for the same cohorts. The second flaw is that little about the methodology is explained. (Contains 14 references.) (MSE)

ED 433 701 FL 025 948

Clark, Kevin
From Primary Language Instruction to English Immersion: How Five California Districts Made the Switch. READ Abstracts Research and Policy Brief.
PUB DATE- 99
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Comparative Analysis; Educational Policy; Elementary Secondary Education; *English (Second Language); *Immersion Programs; *Language of Instruction; *Limited English Speaking; Native Language Instruction; Program Design; *Public Policy; School Districts; Second Language Instruction; *State Legislation
IDENTIFIERS- *California

The experiences of five California school districts in implementing English immersion instruction for all limited-English-speaking students are described and compared. The districts range from populous urban settings to small, isolated rural communities. The first part of the report profiles the five districts, and the second part sets forth three significant issues that made planning for English immersion difficult: defining the terminology used in designing, implementing, and describing the programs; specifying the

An instructional module designed to help prepare college-level teaching assistants (TAs) for their duties in second language instruction is presented. It consists of an overview of research on foreign language teaching, focusing on research conducted within a theoretical framework. Attention is directed to four issues: the language being taught; characteristics of the learners; the process of language acquisition; and the role of the classroom in learning. Questions for classroom discussion on language teaching and learning and suggestions for classroom activities appear throughout the overview. Contains 52 references. (MSE)

ED 433 719 FL 025 976

Chamot, Anna Uhl
Teaching Learning Strategies to Language Students.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 27p.; In its: Out of Class Learning Experiences and Students' Perceptions of Their Impact on English Conversation Skills; see FL 025 966.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *College Instruction; Graduate Students; Higher Education; *Language Teachers; *Learning Strategies; *Second Language Instruction; Teacher Education; *Teaching Assistants

An instructional module designed to help prepare college-level teaching assistants (TAs) for their duties in second language instruction is presented. The module focuses on how learning strategies can help students become better language learners, and on methods for sharing the secrets of good language learning with students. Less effective learners can learn how to improve their performance by using appropriate learning strategies. An introductory section summarizes the research basis and rationale for teaching learning strategies to language students. A list of teachable language learning strategies and their definitions follows. A framework and instructional principles for implementing instruction in learning strategies is presented, including sample learning strategy activities that can be adapted for any language. The concluding section summarizes major points and provides suggestions for additional reading. Contains 31 references. (MSE)

ED 433 720 FL 025 977

Tedick, Diane J.; Klee, Carol A.
Alternative Assessment in the Language Classroom.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 42p.; In its: Out of Class Learning Experiences and Students' Perceptions of Their Impact on English Conversation Skills; see FL 025 966.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Check Lists; *College Instruction; Evaluation Methods; Graduate Students; Higher Education; Language

(055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Endowment Funds; *Governing Boards; Higher Education; Investment; *Money Management; *Philanthropic Foundations; *Trustees

This guide is intended to assist directors and board members of foundations affiliated with public institutions as they manage investments and assets of their institution. Introductory information notes duties of foundation directors and legal criteria for prudent investing under the Uniform Prudent Investor Act. Suggestions for developing spending and investment policies include finding the right investment consulting service, setting overall investment goals and objectives, and stating them in a formal document. Three subsequent activities are urged: (1) develop an Investment Goals and Objectives Statement and an Asset-Allocation Plan; (2) select an asset manager; and (3) prepare profiles of managers under consideration. Suggestions are also offered for on-going performance evaluation of the manager and for evaluation of fund performance. Briefly addressed are two special issues for foundations: actual or perceived conflict of interest, and social-issue or political-issue investing. (Contains 12 references.) (DB)

ED 433 740 HE 032 272

Curran, Joanne M.
College Students' Attitudes towards Mental Retardation: A Pilot Study.
PUB DATE- 98
NOTE- 20p.; Poster presented at the Annual Meeting of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; *Attitudes toward Disabilities; College Students; Experiential Learning; Higher Education; *Mental Retardation; *Service Learning; *Student Attitudes

Two studies examined college students' attitudes toward people with mental retardation as a function of experiences with this population. In the first study, college students (N=107), who were enrolled in a course, "Psychology of Mental Retardation," participated in a service learning experience by working in group homes, day treatment programs, integrated day care, or residential school settings. Students kept a journal and completed an anonymous questionnaire about their experiences. Content analysis showed positive attitudes about the experience and toward people with mental retardation. In the second study, attitudes of 48 students enrolled in the same course were compared with those of 25 students taking a consumer economics course. Students were administered the Community Living Attitudes Scale (CLAS-MR) prior to and following the course and service learning experience. On the pretest, there were no significant differences between the two groups on three of four dimensions ("exclusion," "sheltering," and "similarity"), but students taking the mental retardation course had more positive views toward "empowerment". Attitudes of students who completed the Psychology of Mental Retardation Class changed significantly over the course of the semester. They were more positive toward empowerment, less positive toward sheltering, more exclusive, and their attitudes didn't change toward similarity. Interpretations of these findings are provided. (Contains 23 references and questionnaire and CLAS-MR results.)

indicated students (who were mostly part-time) dropped out at a 50 percent rate and took 7 to 10 years to complete their dissertations. Analysis suggested the efficiency problem was related to fragmentation of the three phases of doctoral study coursework, research development, and research. Program innovations to maximize student "time on task" and decrease time to degree were implemented beginning with the 1993-94 academic year and included: (1) clarifying faculty expectations and correcting student expectations about the process, milestones, and time frame necessary; (2) integrating the coursework, research development, and dissertation research phases; and (3) improving and increasing the supports provided to students to maximize students' "time on task" and minimize their incurred costs. The innovations resulted in significant reductions in time to degree from a mean of 7.8 years for students accepted prior to 1993 to a mean of 5.2 years for students accepted after this date. The latter students also reported experiencing more emotional support, goal support and technical support. (Contains 15 references.) (DB)

ED 433 760 HE 032 310

Pace, C. Robert; Connolly, Mark
Where Are the Liberal Arts? AIR 1999 Annual Forum Paper.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Trends; Higher Education; *Intellectual Disciplines; *Liberal Arts; *Majors (Students); Research Universities; Trend Analysis
IDENTIFIERS- *AIR Forum; College Student Experiences Questionnaire; *Liberal Arts Colleges

This study examined trends in students majoring in the liberal arts. Responses to the College Student Experiences Questionnaire at each of five types of institutions (Selective Liberal Arts, General Liberal Arts, Comprehensive Colleges and Universities, Doctoral Universities, and Research Universities) and at four time periods (1983-86, 1990-91, 1993-96, and 1997-98) were examined. Analysis found that the percent of students majoring in the basic disciplines that are the foundation fields of liberal education (sciences, humanities, and social sciences) has decreased in the selective liberal arts colleges and has recently increased at research universities. As the gap in the percent of basic field majors has become smaller, student reports of activities and progress toward liberal education outcomes at research universities have become similar to responses by students at selective liberal arts colleges. Results are discussed in relation to criticisms of liberal arts colleges and research universities and the significance of this possible trend. (Contains 18 references.) (DB)

ED 433 761 HE 032 311

Ruddock, Maryann S.; Hanson, Gary; Moss, Marsha K.
New Directions in Student Retention Research: Looking beyond Interactional Theories of Student Departure. AIR 1999 Annual Forum Paper.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Forum of the

system; (2) fully utilize the campus learning center; (3) enhance financial resources and strengthen financial advising; and (4) strengthen professional and peer advising efforts. Five tables detail the study's findings. (Contains 16 references.) (DB)

ED 433 780 HE 032 330

Cox, Kelline S.; Downey, Ronald G.; Smith, Laurinda G.
ABC's of Higher Education. Getting Back to the Basics: An Activity-Based Costing Approach to Planning and Financial Decision Making. AIR 1999 Annual Forum Paper.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Budgeting; College Faculty; *Cost Estimates; Decision Making; *Educational Finance; Higher Education; *Resource Allocation; *Time Management
IDENTIFIERS- *Activity Based Costing; *AIR Forum

This paper describes the activity-based costing approach used to report and capture the time spent by faculty for specified activities at one Midwestern university. For each department, four major areas (instruction, research, public service, and administration) and 14 activities were identified. During the annual goal-setting period, each faculty member and the department head allotted the faculty member's time for the following academic year using the 14 identified activities. Funding allocation decisions at the department level were based on these staff assignments. Two reports were derived from the process. The first report showed the state dollar amount allocated for each of the four areas for each department. The second report provided data on faculty time utilization within the four general activity areas. Finally, university data were compared to national norms based on results from a triennial national survey. Evaluation of the process after three years determined that training and better provisions of information to departments and units was needed. (Contains 11 references.) (DB)

ED 433 781 HE 032 331

Cartwright, David W.; Thompson, Robert J.; Poole, Max C.; Kester, Diane D.
Assessing Distance Learning Using a Website Survey. AIR 1999 Annual Forum Paper.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Course Evaluation; *Distance Education; Evaluation Methods; Graduate Study; Higher Education; Internet; Quality Control; Questionnaires; Standards; Student Evaluation of Teacher Performance; Student Surveys; Technology; *World Wide Web
IDENTIFIERS- *AIR Forum; *East Carolina University NC; Student

institutions every eight years. The major challenges facing higher education in New York are: (1) the need for access to quality higher education; (2) affordability; (3) a changing labor market; (4) changing demographics; and (5) declining resources. To address these challenges, the Regents have devised three goals: Goal A is that New York will provide education that equips people with the skills and knowledge necessary to contribute to society and be a success in the work force. Goal B is for New York to assure affordable and equitable access to a coordinated system of higher education. Goal C states that New York will provide a cost-effective and quality system. For each goal, this plan describes a series of objectives and strategies to be followed for successful completion of that goal. Included in these objectives are plans to facilitate the transfer of credit between two- and four-year institutions, offer nationally competitive programs at the associate degree level and develop programs that cater to adult education needs. (RDG)

ED 433 799 IR 019 859

Internet Access in Public and Private Schools. Indicator of the Month.
PUB DATE- 99
NOTE- 3p.; Extracted from "The Condition of Education, 1999."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; Computer Uses in Education; Educational Technology; Elementary Secondary Education; Equal Education; *Institutional Characteristics; *Internet; Private Schools; Public Schools; Statistical Analysis; *Student Characteristics
IDENTIFIERS- *Access to Technology; *Connectivity

This indicator highlights findings about Internet access in schools. From 1994-98, Internet access and the percentage of instructional rooms with Internet access in public schools increased. Public schools with a high student poverty level were less likely to have Internet access than schools with a low poverty level from 1994-97. In fall 1998, high poverty-level public schools were as likely to have Internet access as low poverty-level schools. In fall 1997, public schools with a high minority enrollment had a lower rate of Internet access and a smaller percentage of instructional rooms with Internet access than schools with a low minority enrollment. By fall 1998, this gap closed, but high minority enrollment schools were still less likely to have instructional rooms with Internet access. In both public and private schools with Internet access, teachers were more likely to have access to e-mail, news groups, resource location services, and the World Wide Web than students. Tables and graphs present data on: (1) percentage of public schools and instructional rooms with Internet access by school characteristics, 1994-98; (2) percentage of public schools and instructional rooms with Internet access, 1994-98; and (3) percentage of public schools and instructional rooms with Internet access by percentage of students eligible for free or reduced-price lunch, 1998. (MES)

ED 433 800 IR 019 860

ParenTech: Parenting in a Digital Age. ParenTech Resource Kit.
PUB DATE- 99
NOTE- 94p.; Poster and CD-ROM components of this kit not included

electronic journals, journal aggregation services, and Internet resources. The importance of a collections development policy is addressed in the second section, including the elements of selection, collection management, and collection evaluation. The next section considers the information technology (IT) infrastructure, and access issues, including user interfaces, training and support, copyright, licensing, authentication/authorization, and archiving/preservation. The fifth section discusses finance, including budgeting, consortia purchasing, and pricing. The final section deals with the future as it relates to libraries and the provision of electronic information resources. (Contains 47 references.) (MES)

ED 433 818 IR 057 448

Bundy, Alan
Challenging Technolust: The Educational Responsibility of Librarians.
PUB DATE- 99
NOTE- 18p.; In: The Future of Libraries in Human Communication: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Chania, Greece, May 17-21, 1999) Volume 19; see IR 057 443.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Change Agents; Educational Technology; Foreign Countries; Higher Education; *Information Literacy; *Information Technology; Librarians; Library Funding; *Library Role; *Mission Statements; World Wide Web
IDENTIFIERS- Web Sites

This paper discusses the importance of information literacy as a key educational issue and the integral educational role of librarians and libraries. Four discursive fields concerned with the information and communication technologies and education are described: (1) Boosters (or Technolusts)--the "noisiest" group, unequivocal promoters of information technologies in education; (2) Antischoolers--a subset of the technolusts that propose the demise of institutional education; (3) Critics--a group critical of the rush to technologize education; and (4) Doomsters--unqualified opponents of the information and communication technologies. The role of librarians in this discourse is then examined. Excerpts from university library mission statements available on the World Wide Web are listed, indicating that university libraries tend to emphasize their role as academic support agencies, efficient information gatherers and managers, and access providers, rather than asserting their educational role and wisdom. Excerpts from mission statements of university libraries in Australia, New Zealand, the Netherlands, South Africa, Switzerland, Austria, Germany, Iceland, Namibia, Canada, the United Kingdom, and the United States are included. The paper concludes with brief observations on these mission statements and a discussion of libraries as educational change agents, and related funding issues. (Contains 12 references. (MES)

ED 433 819 IR 057 449

Darzentas, Jenny
Sharing Metadata: Enabling Online Information Provision.
PUB DATE- 99

The Role of Libraries in a Changing Academic Environment.
PUB DATE- 99
NOTE- 11p.; In: The Future of Libraries in Human Communication: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Chania, Greece, May 17-21, 1999) Volume 19; see IR 057 443.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; *Change; Foreign Countries; Higher Education; History; Information Sources; Information Technology; Librarians; Library Development; Library Personnel; *Library Role; Library Services; Technological Advancement
IDENTIFIERS- Europe; Greece

This paper traces the roots of higher education from Ancient Greece to the first universities in European countries where the idea of upper education became centered on the interactive dialogue between a teacher and student. The report discusses the role of the university library today in an age of ever-developing technologies and ever-increasing information sources. The paper suggests that the classic mission and function of libraries--to provide students and staff with information they need--has not changed, but the scope and techniques to fulfill this function have broadened. Discussion then moves to the concept of flexible delivery of services; changing roles of library staff; and the value of librarians in working in course development teams. The new skill base that will be needed by the staff of the digital library is then described, and characteristics of the information professional of the 21st century (based on a pre-conference seminary of the 1997 European Business Information Conference) are summarized. (AEF)

ED 433 838 IR 057 468

Tolonen, Eva
Facing Future Users--The Challenge of Transforming a Traditional Online Database into a Web Service.
PUB DATE- 99
NOTE- 6p.; In: The Future of Libraries in Human Communication: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Chania, Greece, May 17-21, 1999) Volume 19; see IR 057 443.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Computer Networks; Databases; Foreign Countries; Global Approach; Information Dissemination; *Information Networks; *Information Services; Information Technology; *International Communication; *International Cooperation; Online Systems; World Wide Web
IDENTIFIERS- Dublin Core; Metadata

The Energy Technology Data Exchange (ETDE) agreement included 19 member countries spanning four continents: Japan and the Republic of Korea; Belgium, Denmark, Finland, France, Germany, Italy, The Netherlands, Norway, Poland, Spain, Sweden, Switzerland, and the United Kingdom; Canada, Mexico, and the United States; and Brazil. The participating countries share their nationally published energy research and technology

PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Transfer Students; *Community Colleges; *Educational Finance; Enrollment; *Finance Reform; Financial Problems; *Financial Support; *Government School Relationship; Institutional Mission; State Aid; State Government; *Tax Allocation; Two Year Colleges; Vocational Education
IDENTIFIERS- *California Community Colleges; Proposition 13 (California 1978); Proposition 98 (California 1988)

This paper examines the financial problems of California's community colleges caused by reduced local property tax support. In 1978 California voters enacted Proposition 13, a constitutional amendment that reduced taxes on real estate. The proposition's immediate effect on community college funding was a statewide, fifty-percent reduction in local property tax support. This cut in support caused financial problems in California community colleges and public schools, and led to voter enactment of Proposition 98 in 1988, which set the minimum percentage share of state general-fund appropriations to K-14 schools at approximately 40 percent. The split between public schools and community colleges was not specified in the proposition, however, and the result was continuing competition between these two sectors. This struggle was perceived as being financially detrimental to community colleges, and consequently, the state again increased appropriations. This "roller coaster" of funding experienced by community colleges has led to the elimination of thousands of class sections, thereby increasing class sizes. A study for the California Postsecondary Education Commission recommended restricting the mission of the California community colleges to college transfer and occupational education, eliminating remedial education and English as a Second Language programs. According to one observer, financial and enrollment problems appear to have been compounded due to the limitations of offering only associate in arts degrees, and to the discouragement of many adults attempting to enroll in course sections that are canceled. (AS)

ED 433 858 JC 980 355

Tollefson, Terrence A.
California Community Colleges Adapt to Local Property Tax Rollbacks.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Educational Finance; Enrollment; *Finance Reform; Financial Problems; *Financial Support; *Government School Relationship; State Aid; *Tax Allocation
IDENTIFIERS- *California Community Colleges; Proposition 13 (California 1978); Proposition 98 (California 1988)

This paper describes some of the important changes that have occurred in California community colleges since Proposition 13 was enacted in 1978, in hopes to assist Arizona state leaders as they consider possible reductions on local property tax support for community colleges. Included is an historical gender equity provisions from the 1990 act with the 1998 act that are most critical to local school districts. In addition, it outlines implications for vocational educators as they develop their local plans to serve single parents, displaced homemakers, and individuals entering nontraditional training and employment. Finally, it discusses the programs and services offered throughout the past 8 years of funding from these acts. Student participation and outcomes, resources available, and materials developed are highlighted. (KC)

ED 433 416   CE 079 082

Schreiber, Deborah A.; Berge, Zane L.
Distance Training: How Innovative Organizations Are Using Technology To Maximize Learning and Meet Business Objectives. Jossey-Bass Business and Management Series.
PUB DATE- 98
NOTE- 442p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; Attitude Measures; Case Studies; Computer Uses in Education; Corporate Education; Courseware; Critical Thinking; Delivery Systems; *Distance Education; *Education Work Relationship; Educational Attitudes; Educational Finance; Educational Practices; *Educational Technology; Foreign Countries; Government School Relationship; Graduate Study; Independent Study; Information Dissemination; Instructional Design; Interdisciplinary Approach; Job Skills; *Job Training; Learning Motivation; Media Selection; Nonprofit Organizations; Organizational Development; Partnerships in Education; Postsecondary Education; Private Sector; Program Costs; Program Evaluation; Public Agencies; Retrainin Intranets; Malaysia; United States
IDENTIFIERS- Intranets; Malaysia; United States

This book contains 19 papers examining ways in which innovative organizations are using distance learning technology to maximize learning and meet business objectives. The following papers are included: "Preface" (Deborah A. Schreiber, Zane L. Berge); "Organizational Technology and Its Impact on Distance Training" (Deborah A. Schreiber); "Conceptual Frameworks in Distance Training and Education" (Zane L. Berge); "Instructional Design of Distance Training" (Deborah A. Schreiber); "Building Customer Relations: Web-Based Training for the Home Improvement Industry" (Dennis Fukai, Kerry Kitchen, David Aurelio); "Increasing Employee Knowledge and Understanding of Operational Systems..." (Barry Howard); "Disseminating Time-Sensitive Information: Using Interactive Distance Learning (IDL) to Deliver Training and Education in the American Red Cross Biomedical Services" (Lissa C. Klueter, Elizabeth C. Kalweit); "Disseminating Time- and Regulation-Sensitive Information..." (Therese Monahan); "Graduate Programs at a Distance: A Partnership between the California Department of Rehabilitation and San Diego State University" (Michelle M. Warn, Charles Compton, Susan Levine, Sandra Whitteker); "Reskilling Employees for Competitive Advantage: Reinventing Learning at Unisys Corporation" (Mick Mortlock, Edward Dobrowolski); "Delivering Technical Training to Advance Mechanical Skills..." (Lynn W. Payne, Henry E. Payne); "Delivering Clinical-Based Training in a Public Health Setting" (Janet L. Place, Tim Stephens, Patricia O'Leary Cunningham); "Skills-Based Distance Training for a Global Environment: Malaysia's Virtual University" (Manon Ress, Patrice Sonberg); "The Value of Building Skills with Online Technology..." (Scott

Education; Instructional Materials; *Online Searching; *Online Systems; Search Strategies; *World Wide Web
IDENTIFIERS- *Netscape Navigator

This first of two guides on Netscape Communicator 4.5 contains six lessons on the basic functions of the Navigator component. Lesson 1 covers terminology and methods to connect to the World Wide Web, hardware needed, and a Netscape Communicator overview. Lesson 2 introduces the Navigator window, toolbars, and menus, and how to change the default home page. Topics in Lesson 3 are as follows: hypertext markup language (HTML), hyperlinks, viewing a Web page, uniform resource locator (URL), opening a URL, transfer problems, finding text on a Web page, and viewing the document source. Lesson 4 discusses these topics: the history list (HL) and how to view it through the navigation toolbar; the go menu; viewing the HL through the location window and Communicator menu; sorting and searching the HL; setting the expiration date for the HL; preferences; changing the appearance of links; bookmarks; setting, organizing folders for, searching and sorting, renaming, and deleting bookmarks and bookmark folders; adding separator lines; saving a bookmarks file; and importing bookmarks to computer hard drive. Lesson 5 covers the following: how to save a Web document as text and in HTML code, open a Web document as a local file, save images, and print Web pages. The Lesson 6 topics are as follows: search engines; searching the Web using Yahoo's categorized listings, for pictures using Lycos, using Excite's plain English question search feature, and using AltaVista; refining a search; multiple search techniques; and using the Metacrawler search engine. Appendixes include Internet sites of interest to educators and collected sites of interest for vocational and technical education. (YLB)

ED 433 434   CE 079 108

Gallo, Gail; Wichowski, Chester P.
Netscape Communicator 4.5. Volume II: Beyond the Basics. Advanced Searches, Multimedia, and Composing a Web Page.
PUB DATE- 99
NOTE- 38p.; For volume I, see CE 079 107.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Computer Literacy; Computer Science Education; Downloading; Instructional Materials; *Multimedia Materials; *Online Searching; *Online Systems; Postsecondary Education; Search Strategies; *World Wide Web
IDENTIFIERS- *Home Pages; *Netscape Navigator

This second of two guides on Netscape Communicator 4.5 contains six lessons on advanced searches, multimedia, and composing a World Wide Web page. Lesson 1 is a review of the Navigator window, toolbars, and menus. Lesson 2 covers AltaVista's advanced search tips, searching for information excluding certain text, and advanced and nested Boolean expressions. Lesson 3 addresses protocols: other forms for uniform resource locators, file transfer protocol, Gopher, news, and mailto protocols. Lesson 4 discusses multimedia and two groups of multimedia players that work with Netscape--external viewers and plug-ins. Lesson 5 covers viewing simple documents through Adobe Acrobat Reader. Lesson 6, which provides material on creating a basic home page through the Communicator Composer component, details the following: the Composer window; creating a basic home page; adding background color, graphics, graphic bullets, and hyperlinks to the page; creating targets on the

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Adult Learning; *Adult Literacy; Adults; Basic Skills; Educational Resources; *Illiteracy; Individual Characteristics; *Learning Motivation; *Literacy Education; *Media Selection; Program Development; Reading Skills

This publication is designed to help Neighborhood Networks centers create programs that meet the goals of adult literacy learners. (The centers provide residents of federally assisted or insured properties with training in economic self-sufficiency.) Chapter 1 highlights the special characteristics of adult learners--the challenges they face and what motivates them to acquire and strengthen their basic skills. Chapter 2 explores how to get started and choose the best methods and tools for a center: identifying and assessing adult new readers; designing a work plan; finding the right tools; using methods that lead toward self-sufficiency; using technology to develop reading skills; and rewarding progress. Chapter 3 offers links to resources that can aid in setting up programs. It includes the following: resource lists; names of organizations; lists of conferences and professional development opportunities; curriculum, projects, and lesson plans; assessment tools; publications and books; educational software: information and publishers; and web sites. Appendixes include writing and reading skills checklists and information on the language experience approach. (YLB)

ED 433 453 CE 079 138

Okulicz, Karen
Try! A Survival Guide to Unemployment.
PUB DATE- 99
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Coping; *Decision Making; Employment Interviews; Goal Orientation; *Job Search Methods; Persistence; Problem Solving; *Resilience (Personality); *Unemployment

This book is a practical survival guide to unemployment that offers a thoughtful, step-by-step process for getting organized and getting the work one needs for a satisfying, productive, and happy life. It does not teach the reader how to set up a resume or how to interview. It does teach how to find out what the reader wants to do, what he or she wants to be, and how to survive some basic aspects of unemployment pitfalls. It also gives tips on how to set up the work search process. Eleven chapters cover the following topics: fault and unemployment; how to spend one's free time; emotional release and remaining positive; listening patiently to other people's advice; deciding what one wants to do--a job, a career, or a life's work; making a personal wish list about oneself for employment hunting; trying different jobs, especially volunteer opportunities; organizing a grid that tracks activities on a weekly basis; saving as much money as possible; dealing with interviewing disasters; and being kind to oneself and using the recipients; (3) loans are made without collateral; (4) borrowers control what business activity the loan will be used for; (5) the bank supports the borrower with training programs and incentives for saving; and (6) borrowers pay as little interest as necessary to keep the bank self-supporting. There are Grameen Bank replications in 30 countries, including the United States. The most well-established is ACCION International, originally founded in 1961 to aid Latin America. ACCION has six associate organizations in the United States (New York, Albuquerque, Chicago, San Antonio, San Diego, and El Paso), which function similarly to the Grameen Bank. By 2000, they hope to lend $50 million to more than 8,000 microentrepreneurs, creating or stabilizing 10,000 jobs, and then to expand to other U.S. cities. More than two dozen other projects based on the Grameen Bank are also operating in the United States. All are helping to eradicate poverty at the grassroots level and provide entrepreneurial opportunities to the poor. (16 references) (KC)

ED 433 471   CE 079 168

Shipilov, Andrew
Business Plans in the Newly Independent States of the Former Soviet Union. Digest Number 97-7.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; *Business Administration; Business Education; *Business Skills; *Developing Nations; *Educational Needs; Entrepreneurship; Foreign Countries; Manufacturing; *Planning; Small Businesses
IDENTIFIERS- *Business Plans; *Russia; USSR

The concept of business planning is new to business professionals in the states of the former Soviet Union. Although Russian publications on business and economics have responded to the increased demand for knowledge of business planning, Western ideas of business planning should be integrated into Russian business management concepts in order to prepare a new generation of business professionals. Business plans should address the following issues: company product or service; customer base; customer need for product or service; and the production process. One of the most commonly used formats for business plans is the UNIDO (United Nations Industrial Development Organization) plan, which usually has the following components: resume (outline of the business plan), product plan, organizational plan, marketing plan, risk management plan, financial plan, and appendixes. Business plans are key tools for planning and controlling both new and established businesses and their use can facilitate business development within the newly-independent states of the former Soviet Union. (KC)

ED 433 472   CE 079 169

Schuyler, Gwyer
Urban Revitalization and Entrepreneurial Strategies. Digest Number 97-8.
SPONS. AGENCY- Ewing Marion Kauffman Foundation, Kansas City, MO. Center for Entrepreneurial Leadership.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English

Stickel, Sue A.
School Reform and the School Counselor: Restructuring for the 21st Century.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Conference of the American Educational Research Association (Montreal, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling Effectiveness; *Counselor Role; Delphi Technique; *Educational Change; Educational Practices; Educational Trends; Effective Schools Research; Elementary Secondary Education; *Organizational Effectiveness; Professional Development; Questionnaires; Research and Development; Research Methodology; School Counseling; *School Counselors; *School Restructuring; Theory Practice Relationship
IDENTIFIERS- Coalition of Essential Schools; Experts

This study is designed to gauge the impact that school reform and restructuring is having on the functions of school counselors. It explores how school counselors will work as the new century begins, and projects how changes in roles and responsibilities may impact school counselor training programs. The Delphi research method was used to forecast future trends among counselors in schools affiliated with the Coalition of Essential Schools. Preliminary results indicate school reform has caused school counselors to become more involved in collaborative efforts, to use more technology, and to work more toward career preparation and professional development. Reform measures do not seem to be allowing counselors to be more involved with group work. Traditional issues such as caseload volume, the amount of paperwork, and the addition of nonguidance responsibilities continue to be of concern. (Contains 11 references and a copy of the second questionnaire, which was used to evaluate professionals' work roles, opinions of school reform/restructuring efforts, and speculations on the future of school counselors. (JDM)

ED 433 493 CG 029 476

Bemak, Fred; Keys, Susan
Violent and Aggressive Youth: Intervention and Prevention Strategies for Changing Times. Practical Skills for Counselors.
PUB DATE- 00
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; Adolescent Development; Affective Measures; Aggression; *Counseling Effectiveness; Counseling Techniques; Educational Environment; Elementary Secondary Education; Factor Analysis; High School Students; *Intervention; Maximum Likelihood Statistics; Peer Influence; Prevention; *Public Education; *School Safety; Stress Variables; *Violence; *Youth Problems

Violence is one of the most complex and difficult student problems in public education. It interferes with students' academic performance, career options, and personal and social growth, and threatens the safety of students and faculty. Most professionals who work in schools are not trained to deal with race/ethnicity, students' reports of parents' educational level, free/reduced-price lunch program eligibility, and type of location). The average writing proficiency of eighth-grade public school students in Alabama on the NAEP writing scale was 144 compared to 148 nationwide. (RS)

ED 433 510 CS 216 852

Jerry, Laura J.; Ballator, Nada
NAEP 1998 Writing State Report for Arizona.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 44p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 216 850. For highlights of the full report, see CS 216 849. For the 40 separate reports for 36 states, the District of Columbia, Department of Defense Dependent Domestic Schools, Department of Defense Dependent Overseas Schools, and the Virgin Islands, see CS 216 851-890.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 8; Junior High Schools; *National Competency Tests; Public Schools; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results; *Writing Achievement; Writing Research
IDENTIFIERS- *Arizona; National Assessment of Educational Progress; State Writing Assessments

In 1998 for the first time, the NAEP (National Assessment of Educational Progress) administered a writing assessment at the state level. This report describes the writing achievement of Arizona eighth-grade students and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments). In Arizona, 2499 students from 104 public schools were assessed. The writing assessment questions asked for three major kinds of writing: some required narrative, some informative, and some persuasive writing. Each student who participated in the state assessment was given two questions and had 25 minutes to respond to each question. The questions asked students to write in a variety of forms, such as essays, letters, stories, as well as to a variety of audiences, such as teachers, other students, and school boards. The distribution of writing results and writing achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' educational level, free/reduced-price lunch program eligibility, and type of location). The average writing proficiency of eighth-grade public school students in Arizona on the NAEP writing scale was 143 compared to 148 nationwide. (RS)

ED 433 511 CS 216 853

Jerry, Laura J.; Ballator, Nada
NAEP 1998 Writing State Report for Arkansas.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 44p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 216 850. For highlights of the full report, see CS 216 849. For the 40 separate reports for 36 states, the District of Columbia,

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 44p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 216 850. For highlights of the full report, see CS 216 849. For the 40 separate reports for 36 states, the District of Columbia, Department of Defense Dependent Domestic Schools, Department of Defense Dependent Overseas Schools, and the Virgin Islands, see CS 216 851-890.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 8; Junior High Schools; *National Competency Tests; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results; *Writing Achievement; Writing Research
IDENTIFIERS- *Montana; National Assessment of Educational Progress; State Writing Assessments

In 1998 for the first time, the NAEP (National Assessment of Educational Progress) administered a writing assessment at the state level. This report describes the writing achievement of Montana eighth-grade students and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments). In Montana, 2024 students from 62 public schools and 206 students from 13 nonpublic schools were assessed. The writing assessment questions asked for three major kinds of writing: some required narrative, some informative, and some persuasive writing. Each student who participated in the state assessment was given two questions and had 25 minutes to respond to each question. The questions asked students to write in a variety of forms, such as essays, letters, stories, as well as to a variety of audiences, such as teachers, other students, and school boards. The distribution of writing results and writing achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' educational level, free/reduced-price lunch program eligibility, and type of location). The average writing proficiency of eighth-grade public school students in Montana on the NAEP writing scale was 150 compared to 148 nationwide. (RS)

ED 433 528 CS 216 870

Jerry, Laura J.; Ballator, Nada
NAEP 1998 Writing State Report for Nebraska.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 21p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 216 850. For highlights of the full report, see CS 216 849. For the 40 separate reports for 36 states, the District of Columbia, Department of Defense Dependent Domestic Schools, Department of Defense Dependent Overseas Schools, and the Virgin Islands, see CS 216 851-890.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 8; Junior High Schools; *National Competency Tests; Private Schools; *Standardized

NOTE- 42p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 216 850. For highlights of the full report, see CS 216 849. For the 40 separate reports for 36 states, the District of Columbia, Department of Defense Dependent Domestic Schools, Department of Defense Dependent Overseas Schools, and the Virgin Islands, see CS 216 851-890.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 8; Junior High Schools; *National Competency Tests; Public Schools; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results; *Writing Achievement; Writing Research
IDENTIFIERS- National Assessment of Educational Progress; State Writing Assessments; *Wyoming

In 1998 for the first time, the NAEP (National Assessment of Educational Progress) administered a writing assessment at the state level. This report describes the writing achievement of Wyoming eighth-grade students and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments). In Wyoming, 2726 students from 65 public schools were assessed. The writing assessment questions asked for three major kinds of writing: some required narrative, some informative, and some persuasive writing. Each student who participated in the state assessment was given two questions and had 25 minutes to respond to each question. The questions asked students to write in a variety of forms, such as essays, letters, stories, as well as to a variety of audiences, such as teachers, other students, and school boards. The distribution of writing results and writing achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' educational level, free/reduced-price lunch program eligibility, and type of location). The average writing proficiency of eighth-grade public school students in Wyoming on the NAEP writing scale was 146 compared to 148 nationwide. (RS)

ED 433 545 CS 216 887

Jerry, Laura J.; Ballator, Nada
NAEP 1998 Writing Report for District of Columbia.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 42p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 216 850. For highlights of the full report, see CS 216 849. For the 40 separate reports for 36 states, the District of Columbia, Department of Defense Dependent Domestic Schools, Department of Defense Dependent Overseas Schools, and the Virgin Islands, see CS 216 851-890.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 8; Junior High Schools; *National Competency Tests; Public Schools; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results; *Writing Achievement; Writing Research
IDENTIFIERS- *District of Columbia; National Assessment of Educational Progress; State Writing Assessments

*Competition; Economic Research; Electronic Publishing; Global Approach; Higher Education; Journalism Education; *Marketing; Models; *Newspapers; Television Viewing
IDENTIFIERS- Black Newspapers

The Media Management and Education section of the Proceedings contains the following 9 papers: "Communication Technique: How Does a U.S. Record Company Identify, Target and Reach Its Audience in an Ever-Competitive Marketplace?" (Lisa L. Rollins); "Supplier-Buyer Relationship in the Global News Value-Chain in the Internet Age" (Yong-Chan Kim); "The Relationship of Circulation Performance, Environmental Uncertainty and the Market Orientation of Daily Newspapers" (Randal A. Beam); "Viewing Motivations and Implications in the New Media Environment: Postulation of a Model of Media Orientations" (Jack C. C. Li); "Black Newspapers: In Search of an Advertising Strategy" (George Sylvie and Lucy Brown-Hutton); "Opening the Umbrella: An Economic Analysis of Online Newspaper Geography" (Hsiang Iris Chyi and George Sylvie); "New Entrant, Competitive Strategy, and Consumer Welfare in the Cable Television Industry" (Kuo-Feng Tseng); "History of a Business Decision: Ralph Ingersoll II Decides to Create the 'St. Louis Sun'" (James E. Mueller); and "The Myths and Realities of Newspaper Acquisition Costs: Fiduciary Responsibilities, Fungibility of Assets, Winners' Penalties & Excess Cash 'Problems'" (Dane S. Claussen). (RS)

ED 433 564 CS 510 145

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (82nd, New Orleans, Louisiana, August 3-8, 1999). Mass Communication and Society.
PUB DATE- 99
NOTE- 502p.; For other sections of this proceedings, see CS 510 132-153.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Affirmative Action; Computer Attitudes; *Credibility; Electronic PUblishing; Films; Foreign Countries; Higher Education; Hypermedia; *Internet; Journalism Education; *Mass Media Effects; Mass Media Use; Migrant Workers; Periodicals; *Politics; Sex Role; *Television Viewing
IDENTIFIERS- Taiwan; Thailand; Web Sites

The Mass Communication and Society section of the Proceedings contains the following 17 papers: "Interactivity and the 'Cyber-Fan': Audience Involvement within the Electronic Fan Culture of the Internet" (Vic Costello); "A Reassessment of the Relationship between Public Affairs Media Use and Political Orientations" (Kim A. Smith); "Journalists and Their Computers: An Inseparable Link for the Future?" (Bruce Garrison); "Do You Admit or Deny? An Experiment in Public Perceptions of Politicians Accused of Scandal" (Patrick Meirick and Zixue Tai); "Drudging Up the News: 'The Drudge Report' and Its Use of Sources" (Scott Abel); "New Media, Old Values: What Online Newspaper Journalists Say Is Important to Them" (Ann M. Brill); "Migrant Workers: Myth or Reality? A Case Study of News Narrative in English-Language Thai Newspapers, 'The Nation' and 'Bangkok Post', during Asian Economic Crisis 1997" (Suda Ishida); "Differential Employment Rates in the Journalism and Mass Communication Labor Force Based on Gender, Race and Ethnicity: Exploring the Impact of Affirmative Action" (Lee B. Becker, Edmund Lauf, and Wilson Lowrey); "Is the Web Sexist? A Content Analysis of Children's Web Sites" (Linda Ver Steeg, references and 3 tables.) (RJM)

ED 433 582 EA 029 548

Bennett, Nigel
Single-Sex Teaching in Response to a Competitive Market: The Local Operation of a National Policy in England.
PUB DATE- 97
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Parent Attitudes; Parent School Relationship; *School Choice; School Demography; Student Mobility
IDENTIFIERS- *England; *Single Sex Classes

This paper examines the local operation of educational provision in a small English town. It is based on 771 surveys received from parents whose children went to four mixed schools in the town in 1995. The survey asked about the family situation, parents' degree of choice in selecting a school for their children, and the influence of single-sex teaching in making that choice. The survey addressed six questions, such as To what extent were differences to be found among the four schools in the factors influencing the parents' choice of that school? and To what extent were the pattern of responses consistent between social classes? The findings show that the factors influencing parental choice are complicated. The differences among parents' priorities in choosing schools were not so much ideological as they were derived from a complex mix of practical concerns and a wish to help their children. The results show that the location of a pupil's home was unimportant in terms of the attitudes expressed in the survey. Single-sex teaching was clearly a positive reason for choice far more often than it was a negative reason for rejecting a school. Although many factors contributed to school choice, relatively few of them were widely shared. (Contains four references and nine tables.) (RJM)

ED 433 583 EA 029 619

Reddick, Thomas L.; Peach, Larry
A Study Concerning Selected Elements of a Safe School Environment.
PUB DATE- 98
NOTE- 8p.; Paper presented at the First Annual Meeting on Safe Schools (Cookeville, TN, October 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Crime Prevention; Elementary Secondary Education; Risk Management; *School Policy; School Safety; *School Security; *Teacher Attitudes; Violence
IDENTIFIERS- Tennessee

This paper, based on a study conducted in Tennessee in fall 1998, discusses ways that teachers perceived issues concerning safety and violence within their schools. The data were collected at three "Safe Schools" conferences for teachers, school administrators, and law-enforcement officers; 263 usable questionnaires were collected. The findings show that most teachers were familiar with the intricacies of their school's

IDENTIFIERS- New York City Board of Education

This book offers an overview of the Manhattan New School, which opened in fall 1991. Eight chapters describe the school's progression and innovations, and each chapter identifies top priorities of the school community. The book outlines practices, such as creating a nurturing social tone, that have enabled staff and family members to realize their educational goals. Chapter 1 offers an overview of the school and guidelines for school administration. Chapter 2 reconsiders the role of the principal and the inevitable obstacles each principal faces. Chapter 3 examines what teachers need to be successful, whereas chapter 4 takes an in-depth look at the social tone of the school, which is characterized by a spirit of generosity and a curriculum of caring. Chapter 5 discusses ways to involve parents. Chapter 6 details the various aspects of curriculum and assessment, addressing such issues as standards, the principal's role in curriculum, and the importance of adequate time. Strategies for turning schools into centers for professional study are offered in chapter 7, which includes tips on professional development and meeting the needs of first-year teachers. The last chapter emphasizes the need to celebrate successes. Thirty appendices supply additional information and resources. (RJM)

ED 433 603 EA 030 019

Rakoff, Todd D.
Schooltime.
PUB DATE- 99
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational History; Elementary Secondary Education; Extended School Year; *School Organization; *School Schedules; Year Round Schools

This paper examines the construction of time in education, emphasizing the development of the 180-day school year. A 1991 study showed that schools throughout the United States follow a distinctive time pattern that the report labeled dysfunctional. The norm for required attendance is 180 school days, stretching across a school year that begins in late summer and concludes near the end of spring. This 9-month pattern began in the period between the Civil War and World War I and developed in conjunction with compulsory education. Educating children was seen as beneficial to both and the country, but the fact that education was compulsory angered many parents who complained of an overreaching government. Subsequently, the school year, which had encompassed more of the calendar year, was shortened. The paper compares the school year in the United States with those of other countries and considers the benefits and drawbacks of lengthening the school year. Breaks in the school year are filled with activities that are important in a child's development, and the current 180-day period is intimately connected to parents' working life. The article examines some year-round plans and suggests that the study of time patterns can facilitate dialogue concerning the school year. (RJM)

ED 433 604 EA 030 020

about a school community and how leadership affected the ways that trusting and respectful relationships were formed. Chapter 5 highlights each person's need for recognition and acceptance and provides insights on what can be done to help others learn about self-acceptance and acceptance of others. The last chapter offers stories about guidance, support, and affirmation, and how, being reminded of traits and abilities, each person can avoid getting bogged down from confusion and self-doubt. (RJM)

ED 433 623 EA 030 041

Pellicer, Leonard O.
Caring Enough To Lead: Schools and the Sacred Trust.
PUB DATE- 99
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Effectiveness; Educational Administration; Elementary Secondary Education; *Instructional Leadership; Leaders Guides; *Leadership Qualities; Principals; Professional Development

This book examines what it means to be a leader. It is intended not only for education leaders, but for anyone who feels compelled to provide the most effective leadership they can. The content is based on the author's 30 years of experience as a professional educator. Each chapter illustrates a component of leadership through a series of questions, short vignettes, selected quotations, and personal stories. It emphasizes that questions are more important than answers and that the essential things about which a person cares determine to a great extent who that person is as a human being and as a leader. It asks persons to take the time to examine their personal point of reference in dealing with professional colleagues, and underscores the role that cooperation and understanding can play in successful leadership. The book illustrates how leadership roles are demanding and stressful and states that leaders should take care of themselves. It closes with a description of the metamorphosis that one must experience to become a leader. (Contains 23 references.) (RJM)

ED 433 624 EC 307 368

Lewis, Laurie; Farris, Elizabeth
An Institutional Perspective on Students with Disabilities in Postsecondary Education. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 76p.; For related document see EC 307 247.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accessibility (for Disabled); College Attendance; *College Students; *Disabilities; *Faculty Development; Higher Education; Incidence; National Surveys; Questionnaires; School Guidance; *Student Personnel Services; *Student Records; Tables (Data)

C.
Service Utilization by Young Children in Out-of-Home Placement.
PUB DATE- 98
NOTE- 7p.; In: Chapter 5, "Prevention & Early Intervention," of Proceedings of the Annual Research Conference, A System of Care for Children's Mental Health: Expanding the Research Base (11th, Tampa, FL, March 8-11, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *At Risk Persons; Developmental Programs; *Early Intervention; *Emotional Problems; Foster Care; Incidence; Medical Services; *Mental Health Programs; *Placement; Preschool Children; Use Studies

This study compared mental health and developmental service use by 89 young children under the age of six in either foster or kinship care (care by family members other than the biological parents). The study specifically compared usage of: (1) services in the specialty mental health sector; (2) services in the specialty developmental sector; and (3) mental health and developmental services in the medical sector. A new instrument, The Young Kids Early Services Assessment, was used. Results indicated that young children in foster care were more likely than young children in kinship care to have received specialty mental health services, but that placement status was substantially but not significantly related to the use of specialty developmental services and use of mental health and developmental services in the medical sector. (Contains 18 references.) (DB)

ED 433 642 EC 307 387

Bernal, Pilar; Estroff, Debra Bendell; Murphy, Michael; Jellinek, Michael S.; Keller, Anthony
Economic Implications of Undetected Mental Health Issues in the Pediatric Population.
PUB DATE- 98
NOTE- 5p.; In: Chapter 5, "Prevention & Early Intervention," of Proceedings of the Annual Research Conference, A System of Care for Children's Mental Health: Expanding the Research Base (11th, Tampa, FL, March 8-11, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Age Differences; *Behavior Disorders; Children; Cost Effectiveness; *Early Intervention; *Economic Impact; *Emotional Disturbances; Health Maintenance Organizations; Incidence; *Medical Services; Psychiatry; Use Studies
IDENTIFIERS- California (North)

This study examined children's health care utilization at six sites within a Northern California health maintenance organization (HMO). Approximately 300 parent-child dyads seeking medical attention at the HMO sites were subjects. Parents completed the Pediatric Symptom Checklist (PSC) and reported the presence of a serious or chronic illness. In addition, psychiatric/medical utilization and costs for the previous year were retrieved from a regional database. According to PSC scores, 13 percent of children were experiencing psychosocial dysfunction and there was a consistent linear relationship between child PSC positive status and health care utilization. Health care utilization was students in the following focus areas: (1) biological science and medicine; (2) literature, language, and linguistics; (3) public service and politics; (4) mathematical pursuits; and (5) multimedia communications. Many articles were written by students. In addition to articles, each issue includes special program announcements, competitions, book reviews, and puzzles. Sample articles include: "At Work in the Fields" (Hsiuchen Chen, Eric Lai, Lauren Ancel, Cecil Huang, Glina Gounder, Lara Crawford); "Moving into the Workplace: Internship and Volunteer Experiences" (Vandana Madhavan, Carrie Shil Yansky, Darin Sujjavanich); "So You're Thinking about Medical School" (Melissa Hartman); "Rescuing the Reefs" (Eileen Piak); "The True Sense of a Word" (Melissa Hartman); "The Intricacies of Translation and the Creative Role of the Translator" (Lesley Mackay); "From the Inside Out: How To Read a Poem" (Melissa Hartman); "A Notebook of Questions: A Summer Inquiry into Literature and Language" (Katy Wischow); "On Linguistics, Patterns, and Passing French" (Brian Michalowski); "A Life of Politics, A Life of Service" (Erica Gum); "A Passion for Politics" (Dror Yuravlivker); "Two Months at the State House: My Experience as a Page" (Becky Ray); "Becoming a Consummate Debater: Interview with Rebecca Justice" (Eileen Ptak); "Project Rescue Vision" (Cory Snyder); "Economics: Applying Math to Real-World Problems" (Susan Athey); "Exploring Moduli Spaces" (Jordan Ellenberg); "Math Outside the Classroom" (Wei Ho); "Parting the Waters: The Rigors and Rewards of Crew" (Eric Clopper); "Art and Craft" (Cassidy Curtis); "Out of the Living Room, into the Control Room" (Melissa Hartman); "Education at a Distance"; and "Still Life with Movement: Video as Art" (Ted Winstead). (DB)

ED 433 660 EC 307 405

Kornhaber, L.; Kathirithamby, R.; Cohen, H. J.
The Use of Neuromuscular Electrical Stimulation as Part of a Program of Supports To Improve Gait in a Child with Cerebral Palsy and Severe Mental Retardation--A Case Study.
PUB DATE- 99
NOTE- 8p.; Paper Presented at the Annual Meeting of the American Association on Mental Retardation (123rd, New Orleans, LA, May 24-28, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assistive Devices (for Disabled); Case Studies; *Cerebral Palsy; Children; *Electrical Stimuli; *Mobility Aids; Motor Development; *Motor Reactions; *Outcomes of Treatment; *Severe Mental Retardation
IDENTIFIERS- *Neuromuscular Skills

A case study of a 10-year-old boy with cerebral palsy and severe mental retardation investigated whether he would be able to: (1) benefit from a program of supports which includes neuromuscular electrical stimulation (NMES) with intensity sufficient to achieve a tetanic muscle contraction, (2) participate in a weekly program, using NMES, in a task-oriented model of motor learning, and (3) use NMES to achieve the functional outcome of ambulation with foot flat and knees fully extended while wearing floor reaction orthoses and using an assistive device. Reusable self-adhering electrodes were applied to the quadriceps muscles of both legs. The subject then participated in task-oriented motor activities. The treatment was continued for 45 minutes, 20-30 minutes of which included NMES. Results found the intensity of NMES necessary to

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Land Acquisition; *Poisons; Public Schools; School Construction; *Site Selection; *State School District Relationship
IDENTIFIERS- *Los Angeles Unified School District CA

A special report of the California Legislature's Joint Legislative Audit Committee addresses the school site acquisition process to attempt to discern how the system has allowed a minimum of nine Los Angeles public schools to be built on toxic lands. The report examines two such sites, the Jefferson Middle School (JMS) and the combined elementary and high school complex in the South Gate (California) community. The state's school construction site approval process was determined to be sufficiently enough flawed that it contributed to the California Department of Education's (CDE's) decision to not stop the JMS acquisition process. It also reveals that a willingness to act with due diligence to ensure that new schools are built on clean sites is lacking in both the Los Angeles Unified School District and CDE despite evidence suggesting that CDE practices and procedures may have resulted in other toxic sites being acquired for schools. The report recommends suspected toxic sites be reassessed and, if necessary, cleaned up; that the CDE immediately modify its internal site approval protocol to ensure local compliance with the law; and that districts with a history of failing to ensure that their school sites are toxin free be placed under strict state oversight. (GR)

ED 433 681 EF 005 598

Design-Build in Public School Construction: A Post Hearing Briefing. A Report of the Joint Legislative Audit Committee.
PUB DATE- 98
NOTE- 80p.; For other Joint Legislative Audit Committee Reports, see ED 005 595-600. Cover title: "Design-Build: Post Hearing Briefing Paper."
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Administration; Bids; Comparative Analysis; Cost Effectiveness; *Design Build Approach; Elementary Secondary Education; *Public Schools; *School Construction; *State School District Relationship
IDENTIFIERS- *California

The California legislature's Joint Legislative Audit Committee has issued a report on the design-build versus the design-bid-build process and offers a hybrid approach combining the two systems as a way of achieving the greatest cost efficiency at the least risk on public agencies. The cost benefits of faster delivery of the design-build method may also be attainable in the longer design-bid-build process by making certain potential adjustments to design-bid-build methodology. Examples of these adjustments include: (1) modifying existing law to allow owner selection of pre-qualified general contractors based on the three lowest bids with a percentage cap on the spread between the lowest and highest bids; and (2) allowing for Department of State Architect approval of plans that are "performance" based so that in cases where a firm price is agreed upon, the independently contracted architect/engineer could work collaboratively with the general contractor to design the project's systems. The basic components and competing attributes of both building approaches are examined, including characteristics and elements of immersion instruction so they could be applied consistently; and designing the program itself, including population, placement, proportion of instruction in English, and nature and quantity of contact with native English speakers. The third part outlines some program implementation issues that occurred in all of the districts, and how they were resolved. The article concludes with a description of the common evaluation design used in all of the districts and presents some preliminary student achievement data. (Contains 16 references.) (MSE)

ED 433 702 FL 025 949

Ovando, Carlos J., Ed.; McLaren, Peter, Ed.
The Politics of Multiculturalism and Bilingual Education: Students and Teachers Caught in the Crossfire.
PUB DATE- 00
NOTE- 264p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Asian Americans; *Bilingual Education; Comparative Analysis; Culture Conflict; *Diversity (Student); Foreign Countries; Immersion Programs; International Education; *Language Role; *Multicultural Education; Political Influences; *Politics of Education; Religion; School Community Relationship; Service Learning; Sociocultural Patterns
IDENTIFIERS- Australia; Canada; Mexico; United States

Essays on political issues in multicultural and bilingual education include: "Cultural Recognition and Civil Discourse in Democracy" (Carlos J. Ovando, Peter McLaren); "The Political Life of Language Metaphors in Writings About Diversity in Education" (Sharon Pugh, Ovando, Nicole Schonemann); "Contesting Whiteness: Critical Perspectives on the Struggle for Social Justice" (McLaren, Juan Munoz); "The War Against Cultural Politics: Beyond Conservative and Neo-Enlightenment Left 'Oppositions': A Critique" (Henry A. Giroux); "Multiculturalism and Religion" (Warren A. Nord); "The Politics of Multiculturalism: A Three-Country Comparison" (Sabrina W. M. Laine, Margaret Sutton); "Language Politics in the United States: The Paradox of Bilingual Education" (James Crawford); "Beyond Adversarial Discourse: Searching for Common Ground in the Education of Bilingual Students" (Jim Cummins); "The Politics of Bilingual Immersion Programs" (Ovando, Ricardo Perez); "In Search of a New Border Pedagogy: Sociocultural Conflicts Facing Teachers and Student Along the U.S.-Mexico Border" (Margarita Calderon, Argelia Carreon); "Crossing Borders: The Politics of Schooling Asian Students" (Masahiko Minami); "With, Not For: The Politics of Service Learning in Multicultural Communities" (Carolyn O'Grady, Beth Chappell); and "Multiculturalism: Beyond A Zero-Sum Game" (Ovando, McLaren). (MSE)

ED 433 703 FL 025 950

Rinchen, Sonam
Why Do Children Fare Better in English than Dzongkha (National Language) in the Schools of Bhutan in All Grade Levels?
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Teachers; *Language Tests; Peer Evaluation; Portfolio Assessment; *Second Language Instruction; Self Evaluation (Individuals); *Student Evaluation; Teacher Education; *Teaching Assistants; Testing

IDENTIFIERS- *Alternative Assessment

An instructional module designed to help prepare college-level teaching assistants (TAs) for their duties in second language instruction is presented. The module focuses on the use of alternative methods for assessing student learning. Introductory sections discuss the rationale for and definition of alternative assessment. Four specific types of alternative assessment are then defined and illustrated, with reference to recent research and practice. The four types include: creating speaking/listening, writing, and reading tasks that lend themselves to alternative assessment; using checklists and rubrics for assessing student performance on various language tasks; encouraging reflection through self-assessment and peer assessment; and use of portfolios of student work for assessment purposes. Specific examples and suggestions for classroom application for each assessment type are included. Contains 49 references. (MSE)

ED 433 721 FL 025 978

Byrd, Patricia

Grammar in the Foreign Language Classroom: Making Principled Choices.

SPONS. AGENCY- Center for International Education (ED), Washington, DC.

PUB DATE- 98

NOTE- 38p.; In its: Out of Class Learning Experiences and Students' Perceptions of Their Impact on English Conversation Skills; see FL 025 966.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Class Activities; Classroom Techniques; Cognitive Style; *College Instruction; Communicative Competence (Languages); Error Correction; Graduate Students; *Grammar; Higher Education; Instructional Materials; *Language Teachers; *Second Language Instruction; Teacher Education; *Teaching Assistants; Textbook Content

An instructional module designed to help prepare college-level teaching assistants (TAs) for their duties in second language instruction is presented. The module addresses issues in explicit second-language grammar instruction and the classroom presentation and use of grammar-related instructional materials. An introductory section outlines theoretical and conceptual foundations for grammar instruction, including definitions of terms, the relationship of grammar to communicative competence, implications of task-based instruction for foreign language teachers, errors and error correction in language instruction, and teaching based on student learning styles. Specific classroom techniques are then presented, including use of examples and exemplification, analyzing and using the resources in the required textbook, supplementing the textbook with additional grammar activities, and planning and sequencing specific class activities. Contains 37 references. (MSE)

ED 433 722 FL 025 979

Burkart, Grace Stovall

(DB)

ED 433 741 HE 032 273

MacFarland, Thomas W.

Matriculation Status of Fall Term 1993 School of Business and Entrepreneurship Students by the Beginning of Fall Term 1998: Campus-Based Students and Distance Education Students by Site.

PUB DATE- 99

NOTE- 31p.; For a related document, see HE 032 269.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Persistence; *Business Education; College Outcomes Assessment; *Distance Education; Doctoral Programs; Educational Attainment; Graduation; Higher Education; Masters Programs; Program Effectiveness; *School Holding Power; Undergraduate Study

IDENTIFIERS- *Nova Southeastern University FL

This study compared the progress of 2,001 graduate students at Nova Southeastern University (Florida), of whom 1,039 were campus-based and 962 were distance education students. The study population consisted of all Fall Term 1993 School of Business and Entrepreneurship differentiating between campus-based and distance education students. Successful matriculation was defined as graduated and/or still enrolled five years later (Fall 1998). The study found that, overall, campus-based students had a statistically significantly greater frequency of successful matriculation by Fall 1998 than their distance education counterparts. However, breakout analyses by graduate level found that master's-level distance education students, as a group, exceeded their campus-based counterparts in successful matriculation, whereas campus-based doctoral students had a greater frequency of successful matriculation than their distance education counterparts. Eight tables detailing study findings are annexed. (Contains 19 references.) (DB)

ED 433 742 HE 032 274

Barefoot, Betsy O., Ed.; Warnock, Carrie L., Ed.; Dickinson, Michael P., Ed.; Richardson, Sharon E., Ed.; Roberts, Melissa R., Ed.

Exploring the Evidence: Reporting Outcomes of First-Year Seminars. The First-Year Experience. Volume II. Monograph Series, Number 25.

SPONS. AGENCY- Houghton Mifflin Co., Boston, MA.

PUB DATE- 98

NOTE- 119p.; For volume I, see ED 367 214.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; Academic Persistence; *College Freshmen; College Outcomes Assessment; *Course Evaluation; Courses; Educational Counseling; Higher Education; *Instructional Effectiveness; Program Effectiveness; School Orientation; School Size; *Seminars; Student Adjustment; Student School Relationship

This document provides a compendium of evaluation research findings on first-year seminars at 50 institutions of higher education. Program reports are listed by type of institution: two-year institutions, small four-year institutions, mid-sized four-year institutions, and large four-year institutions. Each listing provides a brief description of the institution and its

Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academic Persistence; College Entrance Examinations; College Freshmen; Dropout Prevention; Dropout Research; Grade Point Average; Higher Education; Institutional Research; *School Holding Power; Student Characteristics; Theories
IDENTIFIERS- *AIR Forum

This study compared characteristics of students who persisted in undergraduate study and those who dropped out when matched on high school performance and Scholastic Assessment Test scores. Subjects were 747 full-time students at a major research university who entered in fall 1996 but did not return for fall 1997 (leavers) and a matched sample of 746 students who did return for the fall 1997 semester (stayers). The groups were matched on the following characteristics (in order): high school rank, Scholastic Assessment Test total score, major, ethnicity, gender, on-campus versus off-campus housing, and whether or not they attended freshman orientation, all factors previously identified as influencing retention. Analysis of student questionnaire responses and student records did not find additional variables that would predict which students would stay and which would leave. The most striking finding was that 51.4 percent of the leavers but only 4.3 percent of stayers had a grade point average below 2.00 as of fall 1997. However, such factors as interactions with faculty and staff, finances, and goals did not differ significantly between stayers and leavers. (DB)

ED 433 762 HE 032 312

Zhao, J. Charles
Factors Affecting Academic Outcomes of Underprepared Community College Students. AIR 1999 Annual Forum Paper.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Persistence; *College Outcomes Assessment; Community Colleges; *High Risk Students; Higher Education; Models; *Predictor Variables; Statistical Analysis; Two Year College Students
IDENTIFIERS- *AIR Forum; *Prince Georges Community College MD

This study examined the factors affecting the four-year academic performance and outcomes of 1,249 underprepared students at Prince George's Community College (Maryland). The fall 1994 freshmen required remediation in reading, writing, or mathematics. Subjects were defined as achievers if, by summer 1998, they had earned a degree or certificate from the college, transferred to a senior college, or earned at least 30 credits. All remaining subjects were regarded as nonachievers. End of semester records for all students were reviewed for relevant information. The study used Astin's input-environment-outcome model and conducted logistic regression analysis on 30 possible predictors with academic outcomes as the dependent variable. One input variable and five environment variables entered the

Opinions About Instructional Procedures
This paper describes efforts at East Carolina University (North Carolina) to develop a survey instrument and related procedures to assess distance learning courses. The survey was conducted during the 1998-99 academic year via the World Wide Web and combined the Student Opinion of Instruction Survey (SOIS) with additional questions that assessed the extent to which graduate-level distance education courses met Quality Assurance Standards for Distance Learning. This initial survey achieved a response rate of only 20 percent due to such factors as student's poor knowledge of the university's e-mail accounts, inadequate university help facilities, and time demands on respondents. However, the survey instrument itself proved successful in that all respondents answered all of the questions and none had negative comments about it. Modification of the survey and its re-administration in spring 1999 resulted in a 43 percent response rate, extensive comments, and general student satisfaction with distance education courses and the survey instrument. Findings highlight the difficulty of reaching distance education students with a Web-based survey, the complexity of developing an appropriate survey, and the need to address campus political problems in developing Web-based surveys. (DB)

ED 433 782 HE 032 332

Borden, Victor M. H.; Burton, Kathy L.
The Impact of Class Size on Student Performance in Introductory Courses. AIR 1999 Annual Forum Paper.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Persistence; *Class Size; College Students; Grades (Scholastic); Higher Education; *Introductory Courses; State Universities
IDENTIFIERS- *AIR Forum; Indiana Univ Purdue Univ at Indianapolis
This study evaluated the impact of class size on student performance in two introductory courses at Indiana University-Purdue University (Indianapolis) from 1992-1997. Analyses employed archival records of student enrollment and grade performance. In the first stage of the analysis, class size cutoff points were defined for small, medium, and large sections. These cutoff points were then used to identify courses offered in varying sized formats. Two dependent variables (course grade and successful completion or withdrawal) measured student performance across different section sizes in two courses, Finite Mathematics and Introduction to Sociology. A final analysis compared students in large and small sections as to the likelihood of their enrolling in a subsequent course in the same discipline, as well as their performance in that course. Results showed a small, overall negative impact of increasing class size on student grades and course completion rates, but this impact was not consistent across courses. Interaction was also found between students' prior level of preparation and section size. The negative impact of section size was greater among lower ability students. The study's results are being used by faculty to improve teaching and learning in large lecture sections. (Contains 23 references, 9 tables, and 3 figures.) (DB)

with ERIC copy.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Uses in Education; *Educational Technology; *Information Technology; Middle Schools; Optical Data Disks; *Parent Education; Parent Materials; Parent Participation; Resource Materials; Science and Society; World Wide WEb
IDENTIFIERS- Web Sites

ParenTech is a technology information initiative designed to educate families about the impact technology has on the ways children learn, work, and live. Designed for parents of middle school students (grades 6-8), the ParenTech Resource Kit contains the following materials: (1) a poster that outlines suggested activities for promoting the value of technology; (2) "Does It Compute?," a parent guide on technology and education, (3) "When I Grow Up," a parent guide on technology and careers; (4) "Fast Forward to the Future," a parent guide on technology and society; (5) "The Librarian's Guide to Cyberspace for Parents & Kids" (American Library Association), including recommended World Wide Web sites and Internet safety tips; (6) an interactive CD-ROM entitled "Parenting in a Digital Age"; (7) a "Technology   Society" brief that highlights technology trends and predictions; (8) a brochure and letter describing this resource kit; (9) sample materials from a Teacher Guide; and (10) a "Principal's Tip Sheet." (MES)

ED 433 801   IR 057 431

National Forum on Information Literacy: Summary of the May 21, 1999 Meeting.
PUB DATE- 99
NOTE- 20p.; Meeting host: National Education Association (NEA). This document downloaded from source's web site.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Conferences; *Information Literacy; Information Technology; Libraries; Meetings; *National Organizations; *Professional Associations
IDENTIFIERS- *National Forum on Information Literacy

This report of the May, 1999 meeting of the National Forum on Information Literacy highlights the following topics: (1) activities of FOCAS (Forum on Communications and Society), a CEO-level body within the Communications and Society Program of the Aspen Institute; (2) the National Research Council Report, "Being Fluent with Information Technology"; (3) an information literacy presentation to NCLIS (National Commission on Libraries & Information Science); (4) reports of member organizations, including the International Association of School Librarians, U.S. Department of Education, Health Information Technology Institute, Association of Teacher Educators, National Education Association, Special Libraries Association, Association of College & Research Libraries, National Council on Library and Information Science, National

NOTE- 10p.; In: The Future of Libraries in Human Communication: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Chania, Greece, May 17-21, 1999) Volume 19; see IR 057 443.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Bibliographic Utilities; *Cataloging; *Cooperative Programs; Distance Education; *Electronic Libraries; Foreign Countries; Higher Education; Information Management; Instructional Materials; *Library Cooperation; Library Role; Library Services; *Shared Library Resources; Union Catalogs
IDENTIFIERS- *Electronic Resources; Greece; Learning Environments; MARC; Metadata; OCLC

This paper describes work being carried out in the fields of online education provision and library systems, beginning with a description of the current state of the art with regard to online learning environments and educational materials management. Suggestions and solutions for librarians dealing with the management of educational digital content for education service providers are presented, including cooperation and collaboration, linking publishers and national bibliographies, MARC and metadata, and union catalogs/virtual union catalogs. An overview is provided of UNIverse, a European-funded project that is developing a library system to support a virtual union catalog and that offers mechanisms for facilitating cataloging activities by enabling record supply. The paper then focuses on the experiences of a sub-group of the UNIverse project, headed by the National Library of Greece, to test and evaluate the record sharing capabilities of the system and collaborative cataloging in practice. (Contains 24 references.) (MES)

ED 433 820 IR 057 450

Elbaz, Sohair W.; Stewart, Christofer
Breaking through with Thin-Client Technologies: A Cost Effective Approach for Academic Libraries.
PUB DATE- 99
NOTE- 11p.; In: The Future of Libraries in Human Communication: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Chania, Greece, May 17-21, 1999) Volume 19; see IR 057 443.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Comparative Analysis; Computer Software; *Computer System Design; Cost Effectiveness; Higher Education; *Information Technology; *Library Automation; *Local Area Networks
IDENTIFIERS- *Client Server Computing Systems; Illinois Institute of Technology; *Library Computer Systems

This paper provides an overview of thin-client/server computing in higher education. Thin-clients are like PCs in appearance, but they do not house hard drives or localized operating systems and cannot function without being connected to a server. Two types of thin-clients are described: the Network Computer (NC) and the Windows Terminal (WT). Advantages of both information, as an agreement under the International Energy Agency (IEA). The concrete result of this agreement is the ETDE-Energy Database. This paper first outlines the building of the database; financial problems; and results of users surveys indicating that, during the 1990s, there has been a decrease among academic users and an overall decline in both the hours of use and the total amount of retrieved information. Discussion then focuses on the new cost-effective Web service developed for information exchange, followed by the evaluation of four metadata formats. It was agreed to wait and see the results of a United States experiment using the Dublin Core metadata format and its impact on the ETDE Database before making an international decision. (AEF)

ED 433 839 IR 057 469

Toraki, Katerina

Greek Engineers and Libraries in the Coming Years: A (Human) Communication Model.

PUB DATE- 99

NOTE- 8p.; In: The Future of Libraries in Human Communication: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Chania, Greece, May 17-21, 1999) Volume 19; see IR 057 443.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computer Mediated Communication; *Engineers; Foreign Countries; *Information Services; Internet; Libraries; Library Role; *Online Systems; Professional Personnel; Surveys; Technical Occupations; User Needs (Information); *Users (Information)

IDENTIFIERS- Computer Use; Greece

The Technical Chamber (TEE) is the professional organization of Greek engineers as well as the consultant of the Government to technical issues. Besides central services in Athens, TEE has 15 regional sections and most of them have small libraries to serve the local engineering community. All libraries are connected online to TEE network and use an integrated library system installed in Athens. This paper examines the needs and behavior of three types of technical libraries users: User A: remote online user who has online access to library services through the network; User B: remote not online user who communicates by surface mail, telephone, or fax; and User C: visitor of the physical library. A questionnaire was sent to a small number of engineers, containing general questions on the use of computers, Internet, and libraries, to test a service model incorporating the three user types. The paper concludes that the overall issue to be further investigated is the balance between personal and virtual communication among users and staff. (AEF)

ED 433 840 IR 057 470

Townley, Charles T.

User-Focused Strategic Services for Technological University Libraries.

PUB DATE- 99

NOTE- 9p.; In: The Future of Libraries in Human Communication: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University overview, an official mission description of California community colleges, a discussion of governance and coordination within the system, and a section on funding that includes information on operating budgets, tuition, construction costs, and Proposition 98, and a chart of state appropriations by year. Enrollment statistics are provided, followed by a conclusion that the severe rollback of local property taxes in 1979-80 was a major contributing factor to fluctuations in both funding and enrollment. An attached California higher education fact file contains data including population, enrollment, tuition, faculty salary, and degrees awarded. (Contains 16 references) (AS)

ED 433 859   JC 980 356

Tollefson, Terrence A.
Oregon Community Colleges Respond to Property Tax Rollbacks.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Educational Finance; Enrollment; *Finance Reform; Financial Problems; Financial Support; Governance; Governing Boards; *Government School Relationship; *State Aid; State Boards of Education; *Tax Allocation
IDENTIFIERS- *Oregon Community College System

This document contains an historical overview of the Oregon community college system, including its overall mission and student enrollment information for the 1989-94 academic years. The paper describes how Oregon community colleges enjoyed strong state and local tax support until the beginning of a recession in the early 1980's. Declines in the state's share of funding began to occur, followed by the enactment of two constitutional amendments--Measure 5 in 1990, and Measure 47 in 1996. Measure 5 is summarized, and its negative financial effects are outlined. The effects of Measure 47 also are described, as are possible forms of relief for education. Oregon community college governance and coordination are discussed, with reference to the Office of Community College Services Administrative Agency, the State Board of Education, and local boards specific to each college. College ranking information is provided, as well as a financial support summary for the 1976-93 fiscal years by local and state resources. State appropriations are listed by fiscal year. A higher education fact file is included. (Contains 22 references) (AS)

ED 433 860   JC 980 357

Tollefson, Terrence A.
Comparisons between the State Share of Community College Operating Budgets and State Centralization of Control in Eleven State Community College Systems.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrative Organization; Budgeting; *Community Colleges; *Educational Finance; *Governance; *Government School Relationship; Operating Expenses; Resource Allocation; School District Spending; *State Aid; *State Regulation; Two Year

Walker); "Building Intranet Courseware Using MultiDisciplinary Teams..." (Ann D. Yakimovicz); "Eliciting Community Beliefs and Changing Attitudes through Education" (Regina Bento, Cindy Schuster, Alberto Ramirez, Tamara Salganik); "Measuring Attitudes to Assess Training: The Interactive Distance Learning Group Looks at Learning and Transfer from Satellite Training" (Joan Conway Dessinger, Kenneth G. Brown, Martha N. Reesman, Lauri E. Elliott); "Unanticipated Attitudinal Change: The Progression toward Self-Directed Distance Training at H.B. Zachry" (Larry M. Dooley, Kim E. Dooley, Keith Byrom); "Utilizing Telelearning as a Strategic Media Choice to Enhance Executive Development and Affect Organizational Perspective..." (Jim Suchan, Alice Crawford); and "Best Practices of Distance Training" (Deborah A. Schreiber). (The book contains 300 references, a glossary, and 36 tables/figures/exhibits.) (MN)

ED 433 417 CE 079 083

Merriam, Sharan B.; Caffarella, Rosemary S.
Learning in Adulthood. A Comprehensive Guide. Second Edition. Jossey-Bass Higher and Adult Education Series.
PUB DATE- 99
NOTE- 502p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; *Adult Development; Adult Education; *Adult Learning; Aging (Individuals); *Andragogy; *Cognitive Development; Educational Opportunities; Ethics; Intelligence; *Learning Theories; Models; *Theory Practice Relationship

Intended for adult educators, this book is a comprehensive overview and synthesis of what is known about adult learning. Part 1 describes the context of learning. Chapters 1-4 describe the following: the sociocultural context; the range of settings and ways they influence learners and the learning process; literature on who participates in formal adult learning, and why and what they choose to learn; and questions of access and opportunity. Part 2 focuses on adults' developmental characteristics. Chapters 5-8 review biological, psychological, sociocultural, and integrated perspectives on adult development; cognitive development in adults; and research on intelligence. Part 3 explores components of the learning process. Chapters 9-11 focus on these topics: memory and cognition, and how brain structures and functioning affect learning; role of experience in learning; and five traditional theories about learning and their implications for adult learning. Part 4 focuses on the learning transaction with adults. Chapters 12-15 discuss the following: Knowles's (1980) concept of andragogy and four other models of adult learning; self-directed learning; development of transitional learning and unresolved issues inherent in this approach; and three perspectives that focus on power relations in the learning transaction: critical theory, postmodernism, and feminist theory. Part 5 (chapters 16-17) addresses ethical issues and presents a synthesis of the adult learning literature. (The book contains 972 references and name and subject indexes.) (YLB)

ED 433 418 CE 079 089

State Flexibility: The Minimum Wage and Welfare Reform.
PUB DATE- 99

home page; viewing a document in the Netscape Navigator browser; adding hyperlinks to link to remote sites and to link other sites to one's home page; and linking other pages to one's home page. (YLB)

ED 433 435 CE 079 109

Mainguet, Christine
The Transition from the Educational System to Working Life. Use of National Statistics.
PUB DATE- 99
NOTE- 102p.; Report on the study conducted for CEDEFOP by the Service de pedagogie experimentale, University of Liege (Belgium).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Education Work Relationship; Educational Research; Employment Level; *Employment Patterns; Foreign Countries; International Cooperation; Literature Reviews; *National Surveys; Needs Assessment; *Outcomes of Education; Postsecondary Education; Research Needs; Research Utilization; Secondary Education; State of the Art Reviews; Statistical Studies; Unemployment; *Vocational Education; *Youth Employment
IDENTIFIERS- *Europe

The national and European-level studies of the factors that ensure the success of young people's vocational integration and that offer protection against unemployment were reviewed. The research established that, in most national statistical reports, information on the occupational progress of school-leavers and those emerging from initial training was sparse. It was concluded that, although national statistics and surveys could be used to supplement and explain some of the findings of European surveys, any attempts to use national statistics gathered in the various European countries for purposes of comparison should proceed with caution. Networks currently working in the field of transition at the European level were encouraged to publish their data so as to optimize the use of research work. It was further recommended that the process of conducting comparative studies of the factors ensuring successful transition from the educational system into the labor market begin with prioritization of the large number of themes currently being tackled in national publications. (The report contains 149 references. Appended is a discussion of young people's entry into the labor market that is based on indicators published in selected recent national publications from 16 European countries.) (MN)

ED 433 436 CE 079 112

Benett, Yves
The Skills Training Centres in The Gambia.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 98
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Curriculum Development; Entrepreneurship; Foreign Countries; *Job Training; Learning Laboratories; Postsecondary Education; Program Effectiveness; Program Evaluation; Program Improvement; *School Holding Power;

time to learn about oneself. (YLB)

ED 433 454 CE 079 139

Hoachlander, Gary
Integrating Academic and Vocational Curriculum--Why Is Theory So Hard To Practice?
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Education; Career Academies; *Curriculum Development; Educational Objectives; Educational Practices; High Schools; *Integrated Curriculum; *Job Skills; Standards; *Teacher Qualifications; Theory Practice Relationship; *Vocational Education

Integration of academic and vocational curricula is missing from most American classrooms because integration that is rigorous, authentic, and sustained is much more difficult than most advocates imagine. The difficulty arises because teachers must do the following: keep integration sharply focused on clear, well-defined educational objectives; find legitimate applications that really excite students; and be able to meet the demands of time, expertise, and resources that are beyond the reach of most teachers. Academic and vocational curriculum should be integrated to increase student achievement, especially for those students who have not fared well in the traditional curriculum, and to benefit all students. Whatever form integration takes, it should begin by clearly specifying the educational goals: clearly targeted, well-defined educational objectives; use of academic and industry skill standards to direct integrated learning; and teachers who remain focused on primary learning objectives, so that any decisions to temporarily diverge from these aims are made consciously, explicitly, and with a better understanding of the costs of the benefits. Requiring increasing degrees of planning, coordination, and commitment, the four different forms of integration for teachers to consider are as follows: course-level integration, cross-curriculum integration, programmatic integration through career clusters and industry majors, and schoolwide integration, such as academies and other models. (Contains 25 references.) (YLB)

ED 433 455 CE 079 140

Bos, Johannes M.; Huston, Aletha C.; Granger, Robert C.; Duncan, Greg J.; Brock, Thomas W.; McLoyd, Vonnie C.; And Others
New Hope for People with Low Incomes: Two-Year Results of a Program To Reduce Poverty and Reform Welfare.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Helen Bader Foundation, Milwaukee, WI.; Ford Foundation, New York, NY.; Wisconsin State Dept. of Workforce Development, Madison.; Grant (W.T.) Foundation, New York, NY.; Annie E. Casey Foundation, Baltimore, MD.; Department of Health and Human Services, Washington, DC.; National Inst. of Child Health and Human Development (NIH), Bethesda, MD.
PUB DATE- 99
NOTE- 488p.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; Cooperative Programs; *Entrepreneurship; *Financial Support; Hispanic Americans; Institutional Cooperation; Job Training; *Minority Groups; *Small Businesses; *Urban Renewal
IDENTIFIERS- Latinos

Urban revitalization is an economic and social strategy that has been necessitated by decreased interest in both residence and commercialization within major cities. Urban business environments are confronted with many unique socioeconomic challenges, including discrimination against residents, negative stereotypes of urban areas, and inaccurate media coverage. Urban locations, however, also possess a number of advantages for businesses, such as a strategic location, proximity to concentrations of other entrepreneurial companies, large local markets, and a labor pool of loyal but modestly skilled workers. Because urban problems result from many intertwined social and economic factors, combating the problems requires a collaborative effort across the private sector, government, and community-based organizations. Through this collaboration, entrepreneurs can gain access to resources and build businesses in urban areas. New businesses need a highly attractive market, a strong management team, proven products, and a proven customer base to succeed. Entrepreneurs can find support to develop such businesses through microenterprise programs especially geared to the urban business environment. Examples of entrepreneurial success can be found by looking at individual companies as well as at more sweeping community trends. (KC)

ED 433 473 CG 029 193

Waszak, Emily Lane
Grief: Difficult Times, Simple Steps.
PUB DATE- 97
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bereavement; Caregivers; Counseling Techniques; *Death; *Grief; *Helping Relationship; *Social Support Groups

This guide presents techniques to assist others in coping with the loss of a loved one. Using the language of 9 layperson, the book contains more than 100 tips for caregivers or loved ones. A simple step is presented on each page, followed by reasons and instructions for each step. Chapters include: "What to Say"; "Helpful Things to Do"; "Dealing with the Death of a Child"; "Helping Children Cope with Death"; "During Holidays and Anniversaries"; "Gifts"; "Crying"; "While at the Funeral Home"; "Feelings of Survivors"; "Support"; "Silence and Patience"; and "General Suggestions." (Author/GCP)

ED 433 474 CG 029 196

Grunwald, Bernice Bronia; McAbee, Harold V.
Guiding the Family: Practical Counseling Techniques. Second Edition.
PUB DATE- 99
NOTE- 361p.
LANGUAGE- English

violence. At the same time, incidents of violence are growing dramatically in urban, suburban, and rural schools. This book outlines national trends and describes what places students at risk for violent and aggressive behavior. It provides school counselors and other staff with practical principles and guidelines for understanding and providing effective interventions. In addition, it presents new prevention and intervention strategies for dealing with violence and developing prevention models to work with aggressive students. Chapter one provides an overview of the literature on school violence and discusses general themes related to counselors, teachers, administrators, and students in relationship to aggression. Chapter two examines the roots of youth aggression, focusing on such factors as peer influence and family relationships. Chapter three describes individually focused interventions with violent youth; and chapter four presents specific intervention principles and techniques. Chapter five discusses how to use collaborative efforts to design and implement violence prevention programs. In conclusion, chapter six stresses the importance of self-awareness as a means of becoming nonjudgmental in dealing with aggressive students and effective in reducing school violence. (Contains 12 references and an index.) (JDM)

ED 433 494 CG 029 477

Gray, Kenneth
Getting Real: Helping Teens Find Their Future.
PUB DATE- 00
NOTE- 150p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Academic Aspiration; Adolescents; Career Development; *Career Guidance; *Career Planning; Decision Making; High School Students; High Schools; *Labor Market; Labor Needs; *Nontraditional Education; *Occupational Aspiration; Postsecondary Education; Technical Education

This book seeks to provide educators, parents, employers, and communities with specific strategies to help teenagers pinpoint the disparity between their preconceived career notions and aspirations, and the realities of the new economic and labor markets. This book advocates helping students develop a plan for career success, which may or may not include college. The overall goal is to stimulate efforts to develop a level of career direction among students that allows them to make postsecondary plans with a high probability of success. The book is divided into two parts. Part one provides background information necessary for career development efforts, labor market realities for this generation of teenagers, details regarding career opportunities, and reasons to counter occupational stereotypes. Part two provides information and strategies for developing career development programs, tactics to foster career maturity among teenagers, postsecondary alternatives for teenagers, and specific messages for talking to parents and the business community. (Contains 61 references and an index.) (GCP)

ED 433 495 CG 029 478

Department of Defense Dependent Domestic Schools, Department of Defense Dependent Overseas Schools, and the Virgin Islands, see CS 216 851-890.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 8; Junior High Schools; *National Competency Tests; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results; *Writing Achievement; Writing Research
IDENTIFIERS- *Arkansas; National Assessment of Educational Progress; State Writing Assessments

In 1998 for the first time, the NAEP (National Assessment of Educational Progress) administered a writing assessment at the state level. This report describes the writing achievement of Arkansas eighth-grade students and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). In Arkansas, 2462 students from 105 public schools and 140 students from 9 nonpublic schools were assessed. The writing assessment questions asked for three major kinds of writing: some required narrative, some informative, and some persuasive writing. Each student who participated in the state assessment was given two questions and had 25 minutes to respond to each question. The questions asked students to write in a variety of forms, such as essays, letters, stories, as well as to a variety of audiences, such as teachers, other students, and school boards. The distribution of writing results and writing achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' educational level, free/reduced-price lunch program eligibility, and type of location). The average writing proficiency of eighth-grade public school students in Arkansas on the NAEP writing scale was 137 compared to 148 nationwide. (RS)

ED 433 512 CS 216 854

Jerry, Laura J.; Ballator, Nada
NAEP 1998 Writing State Report for California.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 46p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 216 850. For highlights of the full report, see CS 216 849. For the 40 separate reports for 36 states, the District of Columbia, Department of Defense Dependent Domestic Schools, Department of Defense Dependent Overseas Schools, and the Virgin Islands, see CS 216 851-890.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 8; Junior High Schools; *National Competency Tests; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results; *Writing Achievement; Writing Research
IDENTIFIERS- *California; National Assessment of Educational Progress; State Writing Assessments

In 1998 for the first time, the NAEP (National Assessment of Educational Progress) administered a writing assessment at the state level. This report describes the writing achievement of

Tests; *Student Evaluation; Tables (Data); Test Results; *Writing Achievement; Writing Research
IDENTIFIERS- National Assessment of Educational Progress; *Nebraska; State Writing Assessments

In 1998 for the first time, the NAEP (National Assessment of Educational Progress) administered a writing assessment at the state level. This report describes the writing achievement of Nebraska eighth-grade students in nonpublic schools and compares their overall performance to students in the Central region of the United States and the nation (using data from the NAEP national assessments). In Nebraska, 354 students from 21 nonpublic schools were assessed. The writing assessment questions asked for three major kinds of writing: some required narrative, some informative, and some persuasive writing. Each student who participated in the state assessment was given two questions and had 25 minutes to respond to each question. The questions asked students to write in a variety of forms, such as essays, letters, stories, as well as to a variety of audiences, such as teachers, other students, and school boards. The average writing proficiency of eighth-grade nonpublic school students in Nebraska on the NAEP writing scale was 165 compared to 167 nationwide. (RS)

ED 433 529 CS 216 871

Jerry, Laura J.; Ballator, Nada
NAEP 1998 Writing State Report for Nevada.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 46p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 216 850. For highlights of the full report, see CS 216 849. For the 40 separate reports for 36 states, the District of Columbia, Department of Defense Dependent Domestic Schools, Department of Defense Dependent Overseas Schools, and the Virgin Islands, see CS 216 851-890.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 8; Junior High Schools; *National Competency Tests; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results; *Writing Achievement; Writing Research
IDENTIFIERS- National Assessment of Educational Progress; *Nevada; State Writing Assessments

In 1998 for the first time, the NAEP (National Assessment of Educational Progress) administered a writing assessment at the state level. This report describes the writing achievement of Nevada eighth-grade students and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments). In Nevada, 2553 students from 55 public schools and 108 students from 7 nonpublic schools were assessed. The writing assessment questions asked for three major kinds of writing: some required narrative, some informative, and some persuasive writing. Each student who participated in the state assessment was given two questions and had 25 minutes to respond to each question. The questions asked students to write in a variety of forms, such as essays, letters, stories, as well as to a variety of audiences, such as teachers, other students, and school boards. The distribution of writing results and writing achievement level results are provided for subpopulations of

In 1998 for the first time, the NAEP (National Assessment of Educational Progress) administered a writing assessment at the state level. This report describes the writing achievement of District of Columbia eighth-grade students and compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments). In the District of Columbia, 1592 students from 31 public schools were assessed. The writing assessment questions asked for three major kinds of writing: some required narrative, some informative, and some persuasive writing. Each student who participated in the state assessment was given two questions and had 25 minutes to respond to each question. The questions asked students to write in a variety of forms, such as essays, letters, stories, as well as to a variety of audiences, such as teachers, other students, and school boards. The distribution of writing results and writing achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' educational level, free/reduced-price lunch program eligibility, and type of location). The average writing proficiency of eighth-grade public school students in District of Columbia on the NAEP writing scale was 126 compared to 148 nationwide. (RS)

ED 433 546   CS 216 888

Jerry, Laura J.; Ballator, Nada
NAEP 1998 Writing Report for Department of Defense Domestic Dependent Elementary and Secondary Schools.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 40p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 216 850. For highlights of the full report, see CS 216 849. For the 40 separate reports for 36 states, the District of Columbia, Department of Defense Dependent Domestic Schools, Department of Defense Dependent Overseas Schools, and the Virgin Islands, see CS 216 851-890.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 8; Junior High Schools; *National Competency Tests; Public Schools; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results; *Writing Achievement; Writing Research
IDENTIFIERS- *Dependents Schools; National Assessment of Educational Progress; State Writing Assessments

In 1998 for the first time, the NAEP (National Assessment of Educational Progress) administered a writing assessment at the state level. This report describes the writing achievement of Department of Defense Domestic Dependent Elementary and Secondary Schools eighth-grade students and compares their overall performance to students nationwide (using data from the NAEP national assessments). In Department of Defense Domestic Dependent Elementary and Secondary Schools, 650 students from 12 public schools were assessed. The writing assessment questions asked for three major kinds of writing: some required narrative, some informative, and some persuasive writing. Each student who participated in the state assessment was given two questions and had 25 minutes to respond to each question. The questions asked students to write in a variety of forms, such as essays, letters, stories, as well as to a variety of

Robert LaRose, and Lynn Rampoldi-Hnilo); "MPAA Film Ratings: Are They a Disservice to Parents?" (Ron Leone); "Using Is Believing: The Influence of Reliance on the Credibility of Online Political Information" (Thomas J. Johnson, and Barbara K. Kaye); "Autonomy in Journalism: How It Is Related to Attitudes and Behavior of Media Professionals" (Armin Scholl and Siegfried Weischenberg); "Screen Sex, 'Zine Sex, and Teen Sex: Do Television and Magazines Cultivate Adolescent Females' Sexual Attitudes?" (Michael J. Sutton, Jane D. Brown, and Karen M. Wilson); "Changes in Female Roles in Taiwanese Women's Magazines, 1971-1992" (Ping Shaw); "Public Trust or Mistrust?: Perceptions of Media Credibility in the Information Age" (Spiro Kiousis); "The Logic of the Link: The Associative Paradigm in Communication Criticism" (Dennis D. Cali); and "When Bad Things Happen to Bad People: Will Social Comparison Theory Explain Effects of Viewing TV Talk Shows?" (Cynthia M. Frisby). (RS)

ED 433 565 CS 510 146

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (82nd, New Orleans, Louisiana, August 3-8, 1999). Communication Theory and Methodology.

PUB DATE- 99

NOTE- 512p.; For other sections of this proceedings, see CS 510 132-153.

LANGUAGE- English

EDRS Price- MF02/PC21 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Agenda Setting; Cultural Differences; Females; Foreign Countries; Higher Education; Journalism Education; News Reporting; Pornography; Presidential Campaigns (United States); Presidents of the United States; *Public Relations; Radio; *Research Methodology; Sex Role; Television Viewing; Text Structure; Violence

IDENTIFIERS- Clinton (Bill); *Media Coverage; Political Cartoons; South Korea; *Third Person Effect

The Communication Theory and Methodology section of the Proceedings contains the following 14 papers: "Press Releases and the 'Bscore': New Statistical Measurement Explored" (Lee Bollinger); "A Systematic Approach to Analyzing the Structure of News Texts" (Michael Schmierbach); "Setting the Proximity Frame: Distance as an Affective Attribute in Reporting Terrorism Events" (Kenneth C. Killebrew); "How Sexual Strategies Theory, Gender, and the Third-Person Effect, Explain Attitudes About Pornography" (Ven-hwei Lo and Anna Paddon); "Challenging the 'Mobilization Model' of Agenda Setting" (John Bentley Zibluk); "Impact of Question Order on the Third-Person Effect" (Michel Dupagne, Michael B. Salwen, and Bryant Paul); "Pleasant Company and the Construction of Girlhood: Cultural Studies Theory and Methodology, A Case Study" (Carolina Acosta-Alzuru); "Looking Beyond Job Approval: How Media Coverage of the Monica Lewinsky Scandal Influenced Public Opinion of the Presidency" (Spiro Kiousis); "The Presidential Candidates in Political Cartoons: A Reflection of Cultural Differences between the United States and Korea" (Jongmin Park and Sungwook Shim); "Sounds Exciting!!: The Effects of Auditory Complexity on Listeners' Attitudes and Memory for Radio Promotional Announcements" (Robert F. Potter and Coy Callison); "An Efficacy Model of Electoral Campaigns: The 1996 Presidential Election" (Mahmoud A. M. Braima, Thomas J. Johnson, and Jayanthi Sothirajah); "Don't Look At Me! Third-person Effect and Television Violence" (Lois A. Boynton and Haoming Denis Wu); "The Third-Person Effect and the Hierarchy of policy for safe schools. Teachers felt personally safe at school and believed that their students were also safe. However, some teachers reported that they had been victims of violence and that school discipline had deteriorated during the past 5 years. Even so, most teachers did not favor having police officers stationed in schools but did feel that they should be provided additional legal protection against those who harass them. Some suggestions that school leaders can use to develop a safe-school environment include: (1) restrict access to the school campus; (2) maintain a system of surveillance with a procedure to challenge visitors and nonstudents; (3) initiate a conflict-resolution and peer-mediation program; (4) cooperate with local law-enforcement officials in developing a safe-school plan; and (5) review the procedures in a safe-school plan and conduct safety drills periodically. (RJM)

ED 433 584 EA 029 641

Mitchell, Samuel
Reforming Educators: Teachers, Experts, and Advocates.
PUB DATE- 98
NOTE- 272p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; Change Strategies; *Educational Change; Educational Environment; *Educational Innovation; Elementary Secondary Education; Foreign Countries; Instructional Leadership

This textbook analyzes successful innovations in education. The first chapter provides an overview of the book, which is followed by a review of classical studies and disasters that have accompanied innovation. Chapter 3 offers a series of separate stories about the different ways teachers have responded to changes, and chapter 4 tries to reverse popular considerations of innovations by examining novel ideas in the context of social and organizational power. In chapter 5, current values and beliefs that are used to manipulate people are reviewed by following a small number of individuals to see how they differ in their ideologies, and it contrasts personal stories with research studies of differences between progressive and traditional education, on the one hand, and power differences, on the other. Chapters 6 and 7 demonstrate how a general understanding of change can be discovered and further developed. These chapters profile such programs as French immersion and the National Writing Program to show how teachers can excel in instruction. Questions regarding power and how it can influence change are addressed in chapter 8, whereas chapter 9 provides examples of changes in some special-interest groups. The last chapter brings together the various recommendations and editorial comments that are made throughout the book. (Contains an index and approximately 480 references.) (RJM)

ED 433 585 EA 029 718

North Carolina Public School Personnel State Salary Schedule, 1998-1999.
PUB DATE- 98
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

Kelley, Carolyn; Heneman, Herbert, III; Milanowski, Anthony
School-Based Performance Awards: Research Findings and Future Directions.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; National Inst. on Educational Governance, Finance, Policymaking, and Management (ED/OERI), Washington, DC.
PUB DATE- 99
NOTE- 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Educational Change; Educational Environment; Educational Innovation; Elementary Secondary Education; Incentives; Program Descriptions; *Teacher Attitudes; *Teacher Motivation
IDENTIFIERS- Charlotte Mecklenburg Public Schools NC; Kentucky

This paper synthesizes research on how motivation influenced teachers at two school-based performance award (SBPA) programs in Kentucky and in North Carolina. The research was conducted between 1995 and 1998 by the Consortium for Policy Research in Education. SBPA programs provide teachers and other school staff with pay bonuses for the achievement of specific schoolwide educational goals. The paper focuses on teachers' reactions to SBPA programs and the degree to which teachers' motivational reactions are related to subsequent school performance. A combination of onsite interviews and survey questionnaires were used to assess teacher and principal attitudes and responses to existing programs and to determine whether the programs motivated teachers to work toward improved student achievement. The article provides a description of the programs in Kentucky and North Carolina, exploring whether those schools with more motivated teachers were more successful in improving student achievement. The report also examines whether teachers' motivational responses were predictive of schools' success in meeting their student achievement goals. The findings suggest that successful SBPA programs are complex undertakings that require attention to all five elements of the motivation model--expectancy, instrumentality, valence, teacher competencies, and enabling conditions--for it to work. (Contains 55 references, 13 tables and 1 figure.) (RJM)

ED 433 605 EA 030 021

Chambers, Jay G.
Geographic Variations in Public Schools' Costs. Working Paper Series.
PUB DATE- 98
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Cost Estimates; *Educational Finance; Educational Needs; Elementary Secondary Education; National Surveys; Needs Assessment; Profiles; *Public Schools; School Demography; Tables (Data)

This report addresses the following question: How much more or less does it cost to provide the same levels of educational resources across different geographic locations in the United States? To answer this question, the report develops a comprehensive geographic cost-of-education index (GCEI) that

IDENTIFIERS- *Academic Accommodations (Disabilities); *Testing
Accommodations (Disabilities)

This report discusses the outcomes of a survey of 2-year and 4-year postsecondary education institutions (n=5,040) about students with disabilities. It includes information about enrollment of postsecondary students with disabilities and support services and accommodations. Results found: (1) an estimated 428,280 students with disabilities were enrolled at 2-year and 4-year postsecondary educational institutions in 1996-97 or 1997-98; (2) learning disability was the most frequent disability with almost half of the students with disabilities in this category; (3) 72 percent of the institutions enrolled students with disabilities; (4) almost all of the institutions that enrolled students with disabilities (98 percent) had provided at least one support service or accommodation, with most providing alternative examination formats or additional time; (5) public institutions were more likely than private institutions to have provided a service or accommodation; (6) almost all (95 percent) of the institutions provided at least one kind of educational material or activity for faculty and staff designed to assist them in working with students with disabilities; and (7) 28 percent of the institutions indicated that their counts of students with disabilities include only those students to whom services or accommodations were provided. Appendices include the survey questionnaire and tables of standard errors. (CR)

ED 433 625 EC 307 369

Fichten, Catherine; Barile, Maria; Asuncion, Jennison V.
Learning Technologies: Students with Disabilities in Postsecondary Education. Final Report to the Office of Learning Technologies and Appendix.
SPONS. AGENCY- Human Resources Development Canada, Hull (Quebec). Office of Learning Technologies.
PUB DATE- 99
NOTE- 325p.; Product of Adaptech Project (Dawson College) conducted in partnership with the National Educational Association of Disabled Students (NEADS). Some appendixes are in French.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Accessibility (for Disabled); Appropriate Technology; *Assistive Devices (for Disabled); *Computer Uses in Education; *Cost Effectiveness; *Disabilities; Educational Technology; *Financial Support; Focus Groups; Foreign Countries; Higher Education; Interviews; Student Attitudes; Tables (Data); Teacher Attitudes
IDENTIFIERS- *Canada

This report discusses the outcomes of a project that investigated the computer, information, and learning and adaptive technology needs and concerns of Canadian postsecondary students with disabilities. A series of four bilingual focus groups involving 31 individuals was held. Focus groups included postsecondary students with various disabilities; college and university personnel responsible for providing services to students with disabilities; professors; and academics, computer specialists, and other concerned individuals. The study found that: (1) colleges had a larger proportion of students with disabilities than universities; (2) the majority of students, regardless of type of disability, can and do use computer technologies to help them succeed; (3) personnel responsible for providing highest for children with psychosocial morbidity (or chronic illness) and higher among younger children, decreasing with age as psychiatric costs progressively increased. Results suggest that the costs of timely and appropriate mental health care for young children may be offset by decreased general health care costs. (DB)

ED 433 643 EC 307 388

Spratt, Eve G.; Anderson, Deborah; Pagano, Maria; Macias, Michelle
Collaborative Screening of Psychiatric and Language Disorders in Pediatric Neurology.
PUB DATE- 98
NOTE- 5p.; In: Chapter 5, "Prevention & Early Intervention," of Proceedings of the Annual Research Conference, A System of Care for Children's Mental Health: Expanding the Research Base (11th, Tampa, FL, March 8-11, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Clinical Diagnosis; *Disability Identification; Elementary Secondary Education; *Emotional Disturbances; Incidence; Interviews; *Language Impairments; Medical Evaluation; Multiple Disabilities; *Neurological Impairments; Neurology; Pediatrics; *Screening Tests
IDENTIFIERS- University of South Carolina

This study evaluated 102 patients (ages 5 to 13) at the Medical University of South Carolina's Pediatric Neurology Clinic for incidence of psychiatric or language disorders. Parents completed the Pediatric Symptom Checklist (PSC), the Child Behavior Checklist, and the Language Problems Scale; phone interviews were conducted to determine child global assessment scores; and pediatric neurologists and parents completed a Likert-type scale on over all functioning and medication compliance. The study found: (1) 52 percent of patients had psychiatric diagnoses of attention deficit hyperactivity disorder, depression, or anxiety; (2) children with psychiatric diagnoses were more likely to have language problems; and (3) the PSC was judged to be a useful, efficient screen in determining which neurologically vulnerable children need more extensive psychiatric evaluation. (DB)

ED 433 644 EC 307 389

Singer, Mark I.; Miller, David
Mental Health and Behavioral Sequelae of Children's Exposure to Violence.
PUB DATE- 98
NOTE- 5p.; In: Chapter 5, "Prevention & Early Intervention," of Proceedings of the Annual Research Conference, A System of Care for Children's Mental Health: Expanding the Research Base (11th, Tampa, FL, March 8-11, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; Behavior Disorders; Children; Demography; Elementary Education; *Emotional Problems; Males; Questionnaires; Self Evaluation (Individuals); Sex Differences; Student Experience; *Television; *Violence
IDENTIFIERS- *Life Experiences Survey

This study examined effects of exposure to violence on symptoms of psychological trauma and on aggressive behavior in 3rd-8th produce tetanic muscle contraction was achieved after five treatments. The subject was able to participate in a weekly program using NMES in a task-oriented model of motor learning, however, he was not able to achieve foot flat with full knee extension in standing or gait. Treatment was terminated when an orthopedic consult resulted in a team decision to perform bilateral soft tissue releases on the subject's hamstrings. (CR)

ED 433 661 EC 307 406

Giangreco, Michael F.
Related Services Research Project To Support the Education of Students with Deaf-Blindness. Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 99
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Deaf Blind; Decision Making; Elementary Secondary Education; *Inclusive Schools; *Integrated Services; *Interdisciplinary Approach; Mainstreaming; Regular and Special Education Relationship; *Teacher Collaboration; Teamwork

This final report documents the activities and products of the Related Services Research Project to Support the Education of Students with Deaf Blindness, a four-year research project which was designed to define, implement, and evaluate a set of specific strategies that would result in effective special education and related service provision for students with deaf-blindness in general education schools and classrooms. The strategies were developed to ensure that related services are educationally necessary and relevant, as well as coordinated in ways that avoid undesirable gaps, overlaps, and contradictions in services. Using self-study materials and technical assistance, educational teams used the 10 interrelated guidelines developed in a team process called VISTA (Vermont Interdependent Services Team Approach) to make related services decisions, implement their decisions, and evaluate the effectiveness of their actions. Findings from the project indicate: (1) students with deaf-blindness have complex and highly individualized educational needs; (2) professionals working with students with deaf-blindness had high turnover rates; (3) given appropriate supports, students with deaf-blindness can be successfully educated in general education classrooms; (4) VISTA was successfully used to reduce service gaps, reduce conflict among team members, involve families and general class teachers more efficiently, and increase the satisfaction of team members with their decision-making. (CR)

ED 433 662 EC 307 407

O'Connor, Katherine; Taylor, Linda S.
The Development and Use of Cheremic, Graphemic, and Phonological Coding in Deaf High School-Aged Readers.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)

discussions on each method's structure, level of accountability, checks and balances, risk levels, and cost savings. Concluding sections present an analysis for selecting one of these competing systems and recommendations for creating the hybrid system. (GR)

ED 433 682 EF 005 599

Armoudian, Maria
Partnerships between Public Schools and Private Developers. A Report of the Joint Legislative Audit Committee.
PUB DATE- 98
NOTE- 147p.; For other Joint Legislative Audit Committee Reports, see ED 005 595-600. Cover title: "Partnerships between Public Schools and Private Developers. An Investigative Report."
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administration; Elementary Secondary Education; *Legal Responsibility; *Partnerships in Education; *Private Sector; *Public Schools; *School Construction; *School District Spending; State School District Relationship
IDENTIFIERS- *Los Angeles Unified School District CA

The California Legislature's Joint Legislative Audit Committee investigated several "joint venture" partnerships between school districts and the private sector to develop school district-owned properties to determine the feasibility of such innovative school construction projects. This report presents findings from seven of these public/private joint ventures along with the activities of the consultants, attorneys, and district staff who promoted, planned, and attempted to execute them. The report reveals that in all seven cases, school districts encountered significant problems and complications that appear to far outweigh the benefits that these projects' proponents promised to the school districts. Evidence suggests that the Los Angeles Unified School District joint venture operation in particular, being largely unsupervised and virtually unaccountable, engaged in irresponsible, and possibly illegal, behavior by consistently misrepresenting basic facts in order to gamble public funds on highly speculative projects. The report indicates that these abuses have misdirected and squandered millions of taxpayers dollars intended for instructional programs and the rebuilding of the public education infrastructure. An appendix presents a timeline on the Brea Olinda High School and Belmont Learning Complex joint venture projects. (GR)

ED 433 683 EF 005 600

The Environmental Quality Act and the Belmont Learning Complex: A Breakdown in Process. A Special Report of the Joint Legislative Audit Committee.
PUB DATE- 99
NOTE- 120p.; For other Joint Legislative Audit Committee Reports, see ED 005 595-600.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Facilities Planning; *Environmental Standards; High Schools; *Legal Responsibility; Public Schools; Site Analysis; *Site Selection; *State School District Relationship
IDENTIFIERS- *Los Angeles Unified School District CA

The California legislature's Joint Legislative Audit Committee

DESCRIPTORS- Elementary Secondary Education; *English (Second Language); Foreign Countries; Indigenous Populations; *Language Maintenance; *Language Role; Mass Media; *Native Language Instruction; Official Languages; Second Language Learning; Social Change; Sociocultural Patterns; *Uncommonly Taught Languages

IDENTIFIERS- *Dzongkha

Reasons for which children of Bhutan learn English better than their native language, Dzongkha, are explored, including the overall language situation in Bhutan and its economic and cultural influences. Recommendations are made for increasing the learning and use of Dzongkha while retaining English in the school curriculum. The spread of English and decline in Dzongkha use are attributed to a variety of factors, including the advent of Western-style education, strong Western influences, lack of instructional resources in Dzongkha, the rise of English as an international language and a means to gain training and employment, adoption of English as a medium of instruction and easy access to English-language materials, and the high social status of English. To help students learn their native language better and forestall the loss of Dzongkha, it is recommended that more Bhutanese literature in Dzongkha be produced, the teaching and learning of Dzongkha be made more relevant and interesting, job opportunities be created for people with a Dzongkha background, training opportunities be provided for Dzongkha teachers, institutes for higher studies in Dzongkha be established, co-curricular school activities in Dzongkha be encouraged, more instruction in Dzongkha be introduced, and a Dzongkha television network and cinema be established. (MSE)

ED 433 704 FL 025 952

Qian, David D.

The Value of Vocabulary Knowledge Measures in Predicting ESL Reading Comprehension.

PUB DATE- 99

NOTE- 7p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (21st, Stamford, CT, March 6-9, 1999).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Chinese; College Second Language Programs; *English (Second Language); Foreign Countries; Foreign Students; Higher Education; Intensive Language Courses; Korean; *Language Tests; Predictor Variables; *Reading Comprehension; Second Language Learning; Second Language Programs; Testing; *Vocabulary

IDENTIFIERS- Ontario

A study investigated the relationships among vocabulary size, depth of vocabulary knowledge, and reading comprehension in English as a second language (ESL). Subjects were 74 native Chinese- and Korean-speaking students in intensive academic ESL courses in two Ontario universities. They were administered questionnaires to gather demographic and language background information, and four English language tests: vocabulary size; reading comprehension; depth of vocabulary knowledge; and morphological knowledge. Results support the hypotheses that scores on ESL vocabulary size, depth of vocabulary knowledge, and reading comprehension would correlate highly with each other, and that for learners with an English vocabulary size of over 3,000, scores on depth of vocabulary knowledge would make a significant and unique contribution to prediction of reading

Spoken Language: What It Is and How To Teach It.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 33p.; In its: Out of Class Learning Experiences and Students' Perceptions of Their Impact on English Conversation Skills; see FL 025 966.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; *College Instruction; Communicative Competence (Languages); Curriculum Design; Discourse Analysis; Graduate Students; Higher Education; *Interpersonal Communication; *Language Patterns; Language Teachers; *Oral Language; *Second Language Instruction; Skill Development; *Speech Skills; Teacher Education; Teaching Assistants
IDENTIFIERS- Turn Taking

An instructional module designed to help prepare college-level teaching assistants (TAs) for their duties in second language instruction is presented. The module focuses on the teaching of oral language skills in a beginning or intermediate language course. The first section examines features of spoken language, including the range of uses of spoken language, the concepts of communicative competence and communicative efficiency, distinctions between transactional and interactional talk, formulas in spoken language, and typical spoken language episodes. The second section describes specific approaches and classroom techniques for building language learners' speaking skills, including teaching spoken language for communication, finding a balance between control and spontaneity, outlining a curriculum, using class activities to bridge the gap between language knowledge and language use, and activities teaching both. Questions for classroom discussion are dispersed throughout the text. Contains 30 references. (MSE)

ED 433 723 FL 025 980

Schwartz, Ana Maria
Listening in a Foreign Language.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 34p.; In its: Out of Class Learning Experiences and Students' Perceptions of Their Impact on English Conversation Skills; see FL 025 966.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiovisual Aids; Classroom Techniques; *College Instruction; Curriculum Development; Educational Objectives; Graduate Students; Higher Education; Instructional Materials; *Interpersonal Communication; *Language Teachers; Learning Strategies; Lesson Plans; *Listening Comprehension; *Listening Skills; Media Selection; *Second Language Instruction; Skill Development; Teacher Education; Teaching Assistants

An instructional module designed to help prepare college-level teaching assistants (TAs) for their duties in second language instruction is presented. The module focuses on helping learners become skilled at second language listening. The first part provides background information about this language skill. It introduces the process of listening by describing listening students, followed by a summary of the freshman seminar course or program, the evaluation design, and course or program outcomes. Contact information for each program is also provided. An index allows access by course or program outcomes in the following areas: academic achievement/grade point averages; credit hours attempted/completed; effects on faculty; financial outcomes; graduation rates; instructional strategies/models; retention; student adjustment/involvement; student satisfaction; student self assessment; evaluation of course components/resources; gender-linked findings; impact on academic advising; seminar grades as predictors; timing of the course; and utilization of services. (DB)

ED 433 743 HE 032 275

Levine, Jodi H., Ed.
Learning Communities: New Structures, New Partnerships for Learning. The First-Year Experience. Monograph Series, No. 26.
PUB DATE- 99
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; *College Environment; College Freshmen; *Educational Environment; Educational Objectives; Educational Trends; Higher Education; Program Development; Seminars; Student Development; Student School Relationship; Teaching Models
IDENTIFIERS- *Learning Communities

This monograph on learning communities and the first-year college experience presents 12 chapters which combine theory with examples of good practice and recommendations for building and sustaining effective learning communities. Following an introduction by the editor, the included chapters are: (1) "What Are Learning Communities?" (Anne Goodsell Love); (2) "Learning Community Models" (Anne Goodsell Love and Kenneth A. Tokuno); (3) "Garnering the Fundamental Resources for Learning Communities" (Jeanine L. Elliott and Emily Decker); (4) "Planning the Production: Scheduling, Recruiting, and Registering Students in Learning Communities" (Michaelann M. Jundt, Kenneth K. Etzkorn, and Jason N. Johnson); (5) "Teaching and Learning in a Learning Community" (Diane W. Strommer); (6) "Faculty Development in Learning Communities: The Role of Reflection and Reframing" (Scott E. Evenbeck, Barbara Jackson, and John McGrew); (7) "Learning Communities: Partnerships between Academic and Student Affairs" (Charles C. Schroeder, Frankie D. Minor, and Theodore A. Tarkow); (8) "Learning Communities, Academic Advising, and Other Support Programs" (Jack W. Bennett); (9) "A Natural Linkage--The First-Year Seminar and the Learning Community" (Betsy O. Barefoot, Dorothy S. Fidler, John N. Gardner, Philip S. Moore, and Melissa R. Roberts); (10) "Learning Communities in the Community College" (Valerie A. Bystrom); (11) "Evaluating and Assessing Learning Communities" (Kathi A. Ketcheson and Jodi H. Levine); and (12) "Trends and Future Directions" (John N. Gardner and Jodi H. Levine). (Individual chapters contain references.) (DB)

ED 433 744 HE 032 276

Robinson, Stephen, Ed.

final model as a result of forward stepwise selection. These six significant predictors of these students' academic outcomes were: cumulative credit hours earned; good academic standing; cumulative grade point average; course load; the number of developmental courses taken; and race/ethnicity. (Contains 14 references.) (DB)

ED 433 763   HE 032 313

Ronco, Sharron L.
Deconstructing the Student Assessment of Instruction Instrument: Some Psychometric Issues. AIR 1999 Annual Forum Paper.
PUB DATE- 99
NOTE- 26p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Factor Analysis; Higher Education; *Psychometrics; *Rating Scales; *Student Evaluation of Teacher Performance; *Teacher Effectiveness; Test Reliability
IDENTIFIERS- *AIR Forum; Florida Atlantic University

This paper demonstrates the application of common statistical methods to evaluate the dimensionality, reliability, generalizability, and potential biasing factors of the student assessment of instruction (SAI) instrument used at Florida Atlantic University. Findings indicated: (1) factor analysis uncovered just two factors, one describing instruction effectiveness and one describing workload/difficulty; (2) reliability of the class-average response depended on the number of students rating the class, raising questions about use of such averages in tenure and promotion decisions; (3) generalizability analyses indicated the SAIs primarily reflect the effectiveness of the instructor rather than the influence of the course; and (4) positive correlations were found between three potential biasing variables--student ratings, both expected and actual grades, class size, and workload/difficulty. (DB)

ED 433 764   HE 032 314

Pitter, Gita Wijesinghe
Ladders to Success: Enhancing Transfer from Technical Associate in Science Degrees to Baccalaureates. AIR 1999 Annual Forum Paper.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); *Associate Degrees; Bachelors Degrees; College Transfer Students; Community Colleges; Compliance (Legal); Higher Education; Models; State Standards; *Transfer Policy; *Transfer Programs
IDENTIFIERS- *AIR Forum; *Florida

This paper describes the collaborative activities which have developed since 1998 Florida legislation that required stronger articulation between Associate in Science (AS) programs at state community colleges and baccalaureate programs at

ED 433 783 HE 032 333

Johnston, George H.; Kristovich, Sharon A. R.
Looking for the Dual Credit Student and Finding the Under-Aged Student Ones. AIR 1999 Annual Forum Paper.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; *Acceleration (Education); Age Grade Placement; *College School Cooperation; Dual Enrollment; High Schools; Higher Education; Program Effectiveness; Student Characteristics; Technical Education
IDENTIFIERS- *AIR Forum; *Parkland College IL

This study examined the effectiveness and student characteristics of several dual-credit (high school and college course credit) programs at Parkland College (Illinois). The original program, begun in 1991, was developed in coordination with three area high schools. A total of 32 high school students in the first cohort enrolled in the Associate in Manufacturing Technology program. However, by fall 1997, none of the students in this cohort had graduated from Parkland in any program. In fall 1995, in cooperation with another area high school, nine students were enrolled in a dual credit automotive technology course which offered a total of 12 credit hours. Five of the nine students continued their studies at Parkland College after graduating from high school. Later dual credit iterations involved other area high schools and other courses. In addition to students attending Parkland under formal agreements with area high schools, the study identified a second group of 339 students, some under age 16, who took courses for credit without having earned a degree from any high school. The paper identifies issues raised by these two different groups of students, such as college's legal responsibility for under-age students, limits on the number of college-level courses taken prior to matriculation, and issues of privacy when reporting grades between institutions. (DB)

ED 433 784 HE 032 334

Cofer, James; Somers, Patricia
Deeper in Debt: The Impact of the 1992 Reauthorization on Student Persistence. AIR 1999 Annual Forum Paper.
SPONS. AGENCY- Association for Institutional Research.
PUB DATE- 99
NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; *Debt (Financial); *Educational Finance; Federal Programs; Grants; Higher Education; Income Contingent Loans; Loan Default; Loan Repayment; Need Analysis (Student Financial Aid); *Paying for College; State Programs; Student Financial Aid; *Student Loan Programs; Undergraduate Study
IDENTIFIERS- *AIR Forum; Higher Education Act Amendments 1992;

Council of Teachers of English, Alliance for Public Technology, National Council for the Social Studies, National School Boards Association, National Telecommunications and Information Administration, Association for Supervision and Curriculum Development, Middle States Commission, and the College Board; (5) the possibility of an international conference on information literacy; (6) National Forum on Information Literacy correspondence with NCATE (National Council for Accreditation of Teacher Education); (7) the recent Institute of Museum & Library Services conference on the 21st-century learner; and (8) other business/announcements. A list of attendees is included. (MES)

ED 433 802   IR 057 432

Mirwis, Allan N.
Subject Encyclopedias: User Guide, Review Citations, and Keyword Index. Part I and Part II.
PUB DATE- 99
NOTE- 923p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Book Reviews; Classification; *Encyclopedias; Indexes; Keywords; Library Collection Development; Library Material Selection; Library Materials; Research Tools; Selection Tools

This two-volume guide is designed to make subject encyclopedias more accessible. To qualify for inclusion, an encyclopedia must meet the following criteria: new or revised edition published since 1990; coverage by subject (not primarily biographical or geographical); intended audience of high school students, college students, and adults; published in the English language; and reviewed in one or more professional library journals. Part 1 provides a collection development tool for selecting among 1,129 subject encyclopedias published between 1990 and 1997. Encyclopedia entries are arranged by partial Library of Congress (LC) classification number; each entry includes a bibliographic citation, citations to reviews and awards from key library journals, a numerical review average, approximate number of OCLC holdings, and a rating. A title index, LC subject headings index, Dewey classification index, publisher index, and rating index are also provided. Part II is a keyword index to specific articles from 98 subject encyclopedias, selected from the entries in Part I because they are well-suited to helping library users begin their research. To help library researchers locate those subject encyclopedias focusing on one subject, the names of all the subject encyclopedias in Part I are also indexed. Alphabetically arranged by keyword, each entry provides the encyclopedia's partial LC classification number and each article's citation. (AEF)

ED 433 803   IR 057 433

Saffady, William
Introduction to Automation for Librarians. Fourth Edition.
PUB DATE- 99
NOTE- 339p.
LANGUAGE- English

types of thin-clients in the areas of network management and technical support, software, security, and cost are summarized. Differences between NCs and WTs are listed in the following categories: application support, NOS (network operating system) support, client hardware, bandwidth requirements, and systems staff expertise. The paper then focuses on the use of WTs at the Illinois Institute of Technology library. The hardware and software used are described, including Windows NT Terminal Server, Citrix Metaframe, Citrix ICA (Independent Computing Architecture), and Citrix MultiWin, and differences between ICA and RDP (Microsoft's Remote Desktop Protocol) are highlighted. (MES)

ED 433 821 IR 057 451

Feret, Blazej; Marcinek, Marzena
The Future of the Academic Library and the Academic Librarian--A Delphi Study.
PUB DATE- 99
NOTE- 15p.; In: The Future of Libraries in Human Communication: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Chania, Greece, May 17-21, 1999) Volume 19; see IR 057 443.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Delphi Technique; Foreign Countries; *Futures (Of Society); Higher Education; Information Technology; Job Skills; *Librarians; Library Education; *Library Role; *Library Services; Questionnaires; Surveys
IDENTIFIERS- Experts; Twenty First Century; United States

This Delphi study examined what the role of an academic library will be and what skills an academic librarian will need in the year 2005. The study involved two rounds of questions and was conducted between December 1998 and April 1999. Responses were received from 23 experts in 10 countries. In the first round of the study, the experts were asked to answer open-type questions, and the following common issues were identified: (1) impact factors--finance policy, information technology progress, changes in higher education, cooperation/regionalization, and law regulations/public issues; (2) library activities--involvement in teaching/education, information management/access, building collections and making them accessible, managing, creating electronic libraries, cooperation/resource sharing, support for research/reference, and social activities; (3) skills of librarians--communication/training, information technology, managerial, commitment, and subject knowledge/profiling; and (4) problems with new technologies/electronic media--managing electronic information, dealing with change, legal, finance, people, and competitiveness. Based on analysis of first-round results, the second questionnaire was prepared containing 12 closed-type and one open-type question. A vision of the academic library, library activities, and librarians in the year 2005 was formulated. Appendices include: an outline of issues appearing in answers to first-round questions; the second-round questionnaire; and a list of experts surveyed. (MES)

ED 433 822 IR 057 452

Fjallbrant, Nancy; Levy, Philippa

Libraries IATUL Conference (Chania, Greece, May 17-21, 1999) Volume 19; see IR 057 443.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Higher Education; Library Collection Development; *Library Development; Library Instruction; *Library Planning; Library Role; Library Services; Reference Services; *Strategic Planning; *User Needs (Information)
IDENTIFIERS- *New Mexico State University

This paper describes the New Mexico State University (NMSU) Library's strategic plan to develop its services amid an atmosphere of change. A summary of the following components of the strategic plan is given: vision; mission; values; and goals. The revised organizational functions are then illustrated, as well as the role of the selector-liaison developed to implement user services emerging from the strategic plan. The paper then focuses on the Library's plans to continue to develop a cooperative user-centered culture. Discussion includes: market research efforts; research collection development; funding; the library's home page and catalog; range of reference services; instructional initiatives; the knowledge infrastructure; and collaborations with academic departments. Finally, some challenges are outlined from the Library Strategic Plan: (1) user-focus drives decisions; (2) cooperative philosophy creates a responsive and flexible organization; (3) appropriate technology serves the user; (4) collaboration fuels development; (5) risk-taking and leadership at all levels inspire innovation; and (6) teaching and outreach cultivate information/knowledge consumers. (Contains 10 references and 2 figures.) (AEF)

ED 433 841 IR 057 471

Van Bentum, Maarten; Braaksma, Johanneke
The Future of Academic Libraries and Changing User Needs: General Concepts and Concrete Developments.
PUB DATE- 99
NOTE- 8p.; In: The Future of Libraries in Human Communication: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Chania, Greece, May 17-21, 1999) Volume 19; see IR 057 443.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Access to Information; Educational Change; Foreign Countries; Higher Education; Information Services; *Library Development; *Library Services; Scientific and Technical Information; User Needs (Information)
IDENTIFIERS- *University of Twente (Netherlands)

This paper focuses on the responsiveness of libraries to user needs within the context of a changing academic environment. First, the character of the changes in the academic environment and the consequences of them for the relationship between scientific information and users are elaborated. Then, the kinds of responses needed for the adequate support of scientific practices by academic libraries are discussed and illustrated with some experiences from the University Library

Colleges

This paper describes studies by Fonte (1993), Garrett (1992-93), and Ingram and Tollefson (1996) regarding state funding and control of community colleges. This article compares each of the three studies and contrasts the results. All research was based on questionnaires returned by 44 state directors of community colleges. Garrett concluded that state systems funded by more than 50 percent of state funds tend to have centralized governance structures, and those funded by local funds greater than 25 percent tend to have decentralized governance structures. Fonte's three primary conclusions were concerned with the effects of various state financial regulations on a college's ability to fulfill local needs for economic development, access, and "community resident programming." Ingram and Tollefson found that effective decision making in community colleges exists primarily at the local level. A table displays state shares of community college operating budgets, compared to state centralization of control, as perceived by each of the three studies. The article concludes that, based partly on the information provided by these studies, other political factors and traditions are more important determinants of state control over community colleges than the proportion of operating support provided by the state. (AS)

ED 433 861 JC 980 358

Tollefson, Terrence A.
Community College Governance Case Studies.
PUB DATE- 97
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Educational Finance; *Finance Reform; *Financial Support; Governance; *Government School Relationship; Leadership; *Tax Allocation; Technology Education; Two Year Colleges

This paper consists of several short essays on seven different state community colleges. The first essay, entitled, "Michigan Community Colleges: Is Proposal 'A' Harmful or Helpful?" explains how Proposal A was initiated to provide local property tax relief to homeowners and to equalize funding of rich and poor public K-12 school districts. The proposal's effects are also discussed. The second essay, entitled, "Colorado Community Colleges Make Big Gains Through Restructuring and Leadership," attributes the success of Colorado community colleges in obtaining large increases in state appropriations to a combination of unified state-level authority and an effective new state president. The third essay, entitled "Nebraska Community Colleges Respond to Local Property Tax Reductions," includes state appropriations and provisions of the revised law LB269 drafted by Nebraska community colleges. The fourth essay, entitled "Florida Community Colleges: The Best of Both Worlds," explains how this college system has no local property taxes, but contains a moderate sense of local autonomy. The fifth essay, entitled "New Jersey Community Colleges: An Experiment in Increased Local Autonomy," presents the New Jersey Higher Education Restructuring Act of 1994, and the effects of that Act. The sixth essay, entitled "Texas Community Colleges," describes state operating support since the 1988-89 school year. The seventh essay, entitled "Wisconsin Technical College System Emphasizes Technology and Workforce Training," includes an overview of the technical

NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; *Federal Legislation; Labor Legislation; Low Income Groups; *Minimum Wage; *Minimum Wage Legislation; Policy Formation; *Public Policy; *State Legislation; Working Class
IDENTIFIERS- *Welfare Reform

In 1999, Congress for the first time, is debating a federal minimum wage hike that will affect low-skilled people who have dramatically fewer options if they cannot find work. This public policy debate has been occasioned by the new state focus on welfare reform that, to some, suggests that a state flexibility approach be applied to the minimum wage, with the federal government insuring against a rollback of the current wage floor. In this view, Congress should grant governors authority over their own labor markets to match their new responsibility for creating employment opportunities for those who have great difficulty getting hired. The state flexibility proposal is composed of two elements: a wage hike to $6.15 per hour, phased in over 3 years; and state flexibility: any state without a minimum wage law would be subject to the federal minimum wage, whereas any state that has its own minimum wage law would retain the current rate of $5.15 and would be exempt from future federal rate increases. If this legislation were enacted, each state with a minimum wage law in place would have four options: (1) raise the state wage at the pace of the federal rate; (2) keep the state rate constant at its current rate; (3) raise the state rate but more slowly than the federal rate hike; or (4) raise the state rate higher or more quickly than the federal rate hike. Research shows that the public strongly favors state, rather than federal, control of the minimum wage rate, and application of the state flexibility approach would encourage evolution of smaller government and encourage job growth for the least skilled workers, according to the proponents of the proposed policy. Nowhere has the shift of federal control to the state level been more aggressive than in the field of education and job training. The Education Flexibility Partnership Act (1999) provides states with flexibility in spending federal education dollars and increases state accountability for educational achievement. (KC)

ED 433 419 CE 079 091

Australian Apprentices and Trainees 1997: Apprentices and Trainees at TAFE. An Overview and Australian Apprentices and Trainees Statistics. Australian Apprentices and Trainees Recent Trends. At a Glance.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 99
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Apprenticeships; Disabilities; English (Second Language); Foreign Countries; Job Training; Minority Groups; Postsecondary Education; Secondary Education; *Student Characteristics; Tables (Data); *Vocational Education
IDENTIFIERS- *Australia; *TAFE (Australia)

An overview of Australian apprentices and trainees in 1997 includes the following information about their characteristics: (1) 1.4 percent of the Australian population were involved in an apprenticeship or traineeship, with participation among

Skill Development; *Staff Development; *Vocational Education; Work Experience Programs
IDENTIFIERS- *Gambia

A study surveyed 44 skills centers in The Gambia through a questionnaire, evaluated them regarding vocational training, and conducted on-site research of 17 targeted centers. Findings were as follows: most operated as private organizations; the retention rate was an average of 84%; centers operated with an average student/staff ratio of about 12:1 during the academic year 1996-97; targeted centers operated with 125 academic staff, most full time; 65 percent of principals felt the most important aim of staff development was to update knowledge and practical skills of staff in their subject areas; most buildings were located in reasonably good areas; teaching-learning materials were in short supply; adequate library facilities were available in 4 of 17 centers; governance of the targeted centers was through boards of directors of parent bodies or through their own governing bodies; and centers were making vigorous efforts to recover costs. Supervised work experience was mandatory in technical subjects and most secretarial studies programs. About 58 percent of centers indicated employers' involvement in curriculum development, and about 70 percent claimed to provide information to employers. Only 42 percent of program leaders gave advice and support in job search. Self-employment was actively encouraged. Recommendations included curriculum review and innovation, promotion of good practice in center management, and funding of new initiatives to increase training volume and quality. (Appendixes contain 10 references and analyses of physical resources for various subject areas.) (YLB)

ED 433 437 CE 079 113

Wolf, Mary Alice
Transformations within the Classroom Experience. "The Light Bulb Just Went On."
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Meeting of the Association for Gerontology in Higher Education (25th, St. Louis, MO, February 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Development; Adult Education; *Adult Learning; *Aging (Individuals); Educational Research; *Gerontology; Graduate Students; Graduate Study; Higher Education; Self Evaluation (Individuals); Undergraduate Students; Undergraduate Study
IDENTIFIERS- Transformative Learning

A study explored learners' understanding of their own changing perceptions as they study the theory and research of aging and track their development in personal journals. The writings of 280 graduate and undergraduate students in gerontology classes, aged 18-75, were analyzed for personal assessments of their own learning. Among the themes that emerged, personal transitions and psychological transformations were prominent. Specifically cited were generational awareness, differentiation of others' meaning systems, and the realization that growth can be a costly emotional process. Taken as a whole, it is clear that adult learning is very dynamic. It involves differentiation--separation from what one knew before--and reconnection--seeing things in a new light. (Contains 24 references.) (YLB)

PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Child Welfare; Cost Effectiveness; Day Care; *Demonstration Programs; Employment Patterns; Employment Programs; Family Life; Health Insurance; Influences; Low Income; Models; Participant Characteristics; *Poverty Programs; Program Costs; Program Effectiveness; Program Implementation; Public Policy; Public Service; Questionnaires; Salary Wage Differentials; *Supported Employment; Tables (Data); Teacher Attitudes; Time Management; *Welfare Recipients; Well Being
IDENTIFIERS- *Welfare Reform; Welfare to Work Programs; Wisconsin (Milwaukee)

This document details the 2-year results of the New Hope Project, which was conducted in Milwaukee, Wisconsin, to reduce poverty, reform welfare, and improve the overall well-being of poor people by providing a mix of incentives and services, including supplemental income, child care subsidies, guaranteed affordable health insurance, and wage-paying "community service jobs." Following a lengthy executive summary, the document details the following: New Hope's policy context, evaluation, program environment, and operations; conceptual model guiding the evaluation; sample characteristics and participants' use of benefits and services; New Hope's effects on work and income; effects on material and psychological well-being and time use; effects on family dynamics and child activities; effects on children; and program costs and benefits. Eighty-two tables/figures are included. Appended are the following: local, state, and national donors for the pilot and full programs; comparison of the New Hope Project and Wisconsin Works; data sources; procedures for the teacher survey; comparison of research groups; methodology of the 2-year survey; comparison of income data from different sources; method for estimating earned income credits; child and family study measures in the 2-year study; ethnographic vignettes; barrier indicator index; 35 auxiliary tables; overview of the last year of program implementation; and survey cover letter and questionnaires. The report contains 128 references. (MN)

ED 433 456 CE 079 141

Lohrey, Andrew
Critical Literacy: A Professional Development Resource.
PUB DATE- 98
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Context Effect; *Critical Reading; Foreign Countries; *Literacy Education; Models; Professional Continuing Education; Professional Development; Systems Approach; Teacher Improvement
IDENTIFIERS- *Australia; *Critical Literacy

This booklet, which is intended as a support to the delivery of professional development of Australian literacy educators on critical literacy, presents a seven-step systematic model of all contexts through which a text may be constructed and studied. The first two sections discuss the model's use as a comprehensive framework for future teaching, learning, and assessment activities and the importance of viewing critical literacy as a generic learning ability that is valuable across

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Theories; Behavioral Science Research; Child Rearing; Communication Problems; Counseling Techniques; *Counseling Theories; *Counselor Training; *Family Counseling; Family Needs; Helping Relationship; Interpersonal Communication; Parent Child Relationship; *Therapy; Training Methods
IDENTIFIERS- Adler (Alfred); *Adlerian Psychology

This text on principles of Adlerian Psychology is designed for use in family counseling. It begins with an overview of Alfred Adler and his basic philosophy on human relationships. Throughout the book, as the Adlerian theory is discussed, practical application of theory is explained for counselors. Counselors must have a firm theoretical basis for their practice. Without a basic construct from which to make assumptions, counselors cannot understand nor assist those who come for help. They must first understand their client's behavior psychologically and what motivates them to behave as they do. Techniques that can be used to bring about positive changes in family relationships are detailed. The content is organized in a step-by-step process, guiding the beginning counselor in the understanding of the client and how to elicit acceptable agreements among family members. Its aim is to teach counselors how to help families establish relationships based on democratic principles that can be applied to all family members in attempts to curtail friction and alienation between parents and their children. Chapters include: (1) Adlerian Theory and Family Counseling; (2) The Counselor; (3) Basic Steps in Family Counseling; (4) Psychological Premises; (5) Diagnostic Techniques: Gathering Significant Information; (6) Corrective Measures; (7) Working with Specific Problems; (8) Counseling Adolescents; (9) Teens' Addictions and Abuse; (10) Special Families; and (11) Case Studies. Appendix A describes the family counseling center; Appendix B outlines age appropriate responsibilities for children; Appendix C is a family relationship index; Appendix D is a parent self-help checklist. (JDM)

ED 433 475 CG 029 205

Fall, Kevin A.; Howard, Shareen; Ford, June E.
Alternatives to Domestic Violence: A Homework Manual for Battering Intervention Groups.
PUB DATE- 99
NOTE- 196p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Battered Women; *Behavior Modification; *Counseling Techniques; Crisis Intervention; Emotional Abuse; Family Relationship; *Family Violence; *Group Counseling; Interpersonal Relationship; Verbal Abuse; Workbooks
IDENTIFIERS- Behavior Management; Physical Abuse

This workbook has been designed for counselors to help abusers of women recognize and deal with the issues underlying their behavior through battering intervention groups. Techniques presented in the manual have been tested in actual groups and

Futernick, Ken; Arnstine, Barbara; Hodson, Timothy A.; Ostgaard, Kolleen
Violent Images, Violent Acts: What Can Schools and Students Do?
PUB DATE- 98
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Censorship; *Civil Liberties; Democracy; Educational Policy; Elementary Secondary Education; Internet; Mass Media Effects; Public Policy; *School Security; *Social Environment; State Legislation; Student Attitudes; Student Behavior; Student Rights; Victims of Crime; *Violence
IDENTIFIERS- California State University Sacramento

This document is a publication for the tenth televised Town Hall Meeting of The LegiSchool Project, an educational collaboration between California State University, Sacramento and the California State Legislature. The purpose of the meeting was to consider what laws and public policies are needed to protect young people from violence--both real and imaginary. The first selection of readings in the document provides background for policy issues under consideration. Focus is placed on society's rights to freedom and how those may be compromised by restrictions aimed at preventing violence. The readings in part two encourage participants to consider the merits of legislation for school safety and student security, the influence of the media and questions of control or censorship, and how to protect young people on the Internet. The work contains numerous newspaper articles, critical thinking questions, and essay ideas for students. An appendix lists legislation recently passed in these areas. (GCP)

ED 433 496 CS 013 699

Spiegel, Gayle; Vickers, Lara; Viviano, Jean
Improving Reading Comprehension.
PUB DATE- 99
NOTE- 54p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Class Activities; Elementary Education; Grade 2; Grade 4; *Instructional Effectiveness; *Reading Comprehension; *Reading Improvement; *Reading Instruction; Reading Strategies

This report describes a program for advancing reading comprehension skills. The targeted population consisted of second and fourth grade students in an affluent northern suburb of a large midwestern community. The problem of a lack of comprehension skills was documented through teacher observations, student and parent surveys, comprehension checklists, teacher journals, and reading inventories. Analysis of probable cause data indicated that many factors influence a child's level of reading comprehension. These can include poor questioning techniques by the teacher, a lack of student motivation, and a lack of self-monitoring during reading. Teachers need to directly teach comprehension strategies to their students. Instruction needs to go beyond decoding. A review of solution strategies by knowledgeable others, combined with an analysis of the problem setting, resulted in the

California eighth-grade students and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments). In California, 2157 students from 88 public schools and 224 students from 9 nonpublic schools were assessed. The writing assessment questions asked for three major kinds of writing: some required narrative, some informative, and some persuasive writing. Each student who participated in the state assessment was given two questions and had 25 minutes to respond to each question. The questions asked students to write in a variety of forms, such as essays, letters, stories, as well as to a variety of audiences, such as teachers, other students, and school boards. The distribution of writing results and writing achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' educational level, free/reduced-price lunch program eligibility, and type of location). The average writing proficiency of eighth-grade public school students in California on the NAEP writing scale was 141 compared to 148 nationwide. (RS)

ED 433 513 CS 216 855

Jerry, Laura J.; Ballator, Nada
NAEP 1998 Writing State Report for Colorado.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 44p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 216 850. For highlights of the full report, see CS 216 849. For the 40 separate reports for 36 states, the District of Columbia, Department of Defense Dependent Domestic Schools, Department of Defense Dependent Overseas Schools, and the Virgin Islands, see CS 216 851-890.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 8; Junior High Schools; *National Competency Tests; Public Schools; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results; *Writing Achievement; Writing Research
IDENTIFIERS- *Colorado; National Assessment of Educational Progress; State Writing Assessments

In 1998 for the first time, the NAEP (National Assessment of Educational Progress) administered a writing assessment at the state level. This report describes the writing achievement of Colorado eighth-grade students and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments). In Colorado, 2697 students from 106 public schools were assessed. The writing assessment questions asked for three major kinds of writing: some required narrative, some informative, and some persuasive writing. Each student who participated in the state assessment was given two questions and had 25 minutes to respond to each question. The questions asked students to write in a variety of forms, such as essays, letters, stories, as well as to a variety of audiences, such as teachers, other students, and school boards. The distribution of writing results and writing achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' educational level, free/reduced-price lunch program eligibility, and type students (gender, race/ethnicity, students' reports of parents' educational level, free/reduced-price lunch program eligibility, and type of location). The average writing proficiency of eighth-grade public school students in Nevada on the NAEP writing scale was 140 compared to 148 nationwide. (RS)

ED 433 530 CS 216 872

Jerry, Laura J.; Ballator, Nada
NAEP 1998 Writing State Report for New Mexico.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 46p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 216 850. For highlights of the full report, see CS 216 849. For the 40 separate reports for 36 states, the District of Columbia, Department of Defense Dependent Domestic Schools, Department of Defense Dependent Overseas Schools, and the Virgin Islands, see CS 216 851-890.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 8; Junior High Schools; *National Competency Tests; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results; *Writing Achievement; Writing Research
IDENTIFIERS- National Assessment of Educational Progress; *New Mexico; State Writing Assessments

In 1998 for the first time, the NAEP (National Assessment of Educational Progress) administered a writing assessment at the state level. This report describes the writing achievement of New Mexico eighth-grade students and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments). In New Mexico, 2426 students from 89 public schools and 204 students from 11 nonpublic schools were assessed. The writing assessment questions asked for three major kinds of writing: some required narrative, some informative, and some persuasive writing. Each student who participated in the state assessment was given two questions and had 25 minutes to respond to each question. The questions asked students to write in a variety of forms, such as essays, letters, stories, as well as to a variety of audiences, such as teachers, other students, and school boards. The distribution of writing results and writing achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' educational level, free/reduced-price lunch program eligibility, and type of location). The average writing proficiency of eighth-grade public school students in New Mexico on the NAEP writing scale was 141 compared to 148 nationwide. (RS)

ED 433 531 CS 216 873

Jerry, Laura J.; Ballator, Nada
NAEP 1998 Writing State Report for New York.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 46p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 216 850. For highlights of the full report, see CS 216 849. For the 40

audiences, such as teachers, other students, and school boards. The distribution of writing results and writing achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' educational level, free/reduced-price lunch program eligibility, and type of location). The average writing proficiency of eighth-grade public school students in Department of Defense Domestic Dependent Elementary and Secondary Schools on the NAEP writing scale was 160 compared to 148 nationwide. (RS)

ED 433 547 CS 216 889

Jerry, Laura J.; Ballator, Nada
NAEP 1998 Writing Report for Department of Defense Dependents Schools.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 42p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 216 850. For highlights of the full report, see CS 216 849. For the 40 separate reports for 36 states, the District of Columbia, Department of Defense Dependent Domestic Schools, Department of Defense Dependent Overseas Schools, and the Virgin Islands, see CS 216 851-890.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 8; Junior High Schools; *National Competency Tests; Public Schools; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results; *Writing Achievement; Writing Research
IDENTIFIERS- *Dependents Schools; National Assessment of Educational Progress; State Writing Assessments

In 1998 for the first time, the NAEP (National Assessment of Educational Progress) administered a writing assessment at the state level. This report describes the writing achievement of Department of Defense Dependents Schools eighth-grade students and compares their overall performance to students nationwide (using data from the NAEP national assessments). In Department of Defense Dependents Schools, 2182 students from 55 public schools were assessed. The writing assessment questions asked for three major kinds of writing: some required narrative, some informative, and some persuasive writing. Each student who participated in the state assessment was given two questions and had 25 minutes to respond to each question. The questions asked students to write in a variety of forms, such as essays, letters, stories, as well as to a variety of audiences, such as teachers, other students, and school boards. The distribution of writing results and writing achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' educational level, free/reduced-price lunch program eligibility, and type of location). The average writing proficiency of eighth-grade public school students in Department of Defense Dependents Schools on the NAEP writing scale was 156 compared to 148 nationwide. (RS)

ED 433 548 CS 216 890

Jerry, Laura J.; Ballator, Nada
NAEP 1998 Writing Report for Virgin Islands.

Communication Effects: The Perceived Persuasive Power of Public Relations" (Martin Eichholz); and "Re-Thinking the Role of Information in Diffusion Theory: An Historical Analysis with an Empirical Test" (Eric A. Abbott and J. Paul Yarbrough). (RS)

ED 433 566 CS 510 147

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (82nd, New Orleans, Louisiana, August 3-8, 1999). Public Relations.
PUB DATE- 99
NOTE- 249p.; For other sections of this proceedings, see CS 510 132-153.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Case Studies; Credibility; Foreign Countries; *Global Approach; Higher Education; *Public Relations; Sex; Use Studies; Work Environment; World Wide Web
IDENTIFIERS- China

The Public Relations section of the Proceedings contains the following 8 papers: "The Cultural Competence Spiral: An Assessment and Profile of U.S. Public Relations Practitioners' Preparation for International Assignments" (Alan R. Freitag); "Trust, Communication, and Quality Relationships in the Workplace: Comparing Views of CEOs and Top Communicators" (Dan Berkowitz and Peeraya Hanpongpandh); "Public Relations or Social Marketing: International Implications" (Terri Lynn Johnson); "An Innovative Look at Gender in Public Relations: Examining Relationships between Gender and Source Credibility in Employee Communication Messages and Media" (Donald K. Wright and Jill R. Haynes); "The World Wide Web, Online Resources and Public Relations Practitioners: What They Use and What They Recommend" (Michael Ryan); "Public Relations Management: A Multiple-Case Study in Media Management" (Kenneth D. Plowman); "The World Wide Web as a Communications Tool: PR Practitioner Perspectives" (Laura Newland Hill and Candace White); and "What Dimensions Constitute a Good Corporate Image in the Eyes of Chinese Educated Public" (Kaman Betty Lee). (RS)

ED 433 567 CS 510 148

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (82nd, New Orleans, Louisiana, August 3-8, 1999). Newspaper, Part 1.
PUB DATE- 99
NOTE- 303p.; For other sections of this proceedings, see CS 510 132-153.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Baseball; Content Analysis; Credibility; Foreign Countries; Higher Education; Information Seeking; Journalism Education; *News Reporting; *Newspapers; Presidential Campaigns (United States); World Wide Web
IDENTIFIERS- Bosnia and Herzegovina; Croatia; Local News; *Media Coverage; New York Times; Times (London)

The Newspaper, Part 1 section of the Proceedings contains the following 10 papers: "Local News Coverage Strategies in a Three-Way Daily Newspaper Competitive Market" (Patsy G. Watkins); "Enterprise and Investigative Reporting at Ohio Metropolitan Newspapers in 1980 and in 1995" (Joseph Bernt and Marilyn Greenwald); "The Great Home Run Race of 1998 in Black and White" (G. M. Bush); "Journalists' Perceptions of Online

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Compensation (Remuneration); Educational Finance; Elementary Secondary Education; *Public Schools; *Salaries; Salary Wage Differentials; *School Personnel; Tables (Data); Teacher Salaries; Wages
IDENTIFIERS- *North Carolina

This publication provides the salary schedules for school personnel in North Carolina. Section A, "General Provisions," provides definitions for licensed and certified personnel, administrators, educators, position, pay level, schedule, regular work, and school. This section also includes information on sources of funds. Section B, "Special Provisions," describes other teaching assignments and includes summer school, interim teachers, substitute teachers, and mentors; the effect of advanced degrees on salary; salary adjustments; provisional licenses; noncertified personnel; overtime pay determinations; and daily rates of pay. Section C lists salary determinations of central-office administrators, including the salary ranges of superintendents. Section D concentrates on school-based administrators and includes information on salary determinations, administrative interns, assistant principal salaries, principal salaries, and daily rates for school-based administrators. Section E focuses on teachers and student-support services; it discusses longevity, advanced and doctoral degree, teachers and student-support-services personnel salary schedule, school psychologist salaries, and daily-rate schedules. Section F offers compensation details on noncertified personnel, including salary determinations and noncertified salary ranges. (RJM)

ED 433 586 EA 029 719

Planning Successful Bond Campaigns.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bond Issues; *Educational Finance; Elections; Elementary Secondary Education; *Fund Raising; Guidelines; *Guides; *Political Campaigns

This document contains specific recommendations for conducting bond campaigns. It outlines the three major considerations of any bond campaign: (1) committee organization and appointment; (2) time lines; and (3) getting out the vote. The publication focuses on the need for total community involvement and outlines some of the components for achieving this, such as a strong public-relations program, a unified school board, focus groups and opinion surveys, careful explanations of the issues, and the support of school principals, elected officials, business leaders, and the media. Campaign organization is also discussed at length, and suggestions are offered on the various committees and individuals that are needed, including a steering committee, a media coordinator, community leaders, a schools committee, a youth committee, a speakers bureau, a finance committee, and a "get out the vote" committee. A campaign timeline is presented that details what to do 3 three months to 1 week before the election. Suggestions on what to do the night prior to the vote and the day of the vote are also covered. A final section outlines important campaign questions, focuses on the prices of inputs (personnel and nonpersonnel items) used in the provision of school services purchased by schools. This approach builds on previous work and uses a "hedonic wage" model to examine the overall patterns of variation in the salaries and wages of certificated and noncertificated personnel. The model provides a comprehensive framework for understanding the various factors that underlie variations in the patterns of employee compensation. Using the model, a comprehensive geographical cost-of-education index was constructed for each school district in the U.S. for each of three school years: 1987-88, 1990-91, and 1993-94. The most dramatic finding was the differences across states in the access to educational resources and services and the relationship between actual and real (cost-adjusted) spending. Results show that the highest cost district in the U.S. spends more than 2.6 times as much as the lowest cost district to recruit and employ similar school personnel. (RJM)

ED 433 606 EA 030 022

Weiss, Suzanne
Americans' Perceptions about Public Education.
PUB DATE- 99
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Attitudes; Educational History; Elementary Secondary Education; Longitudinal Studies; National Surveys; *School Attitudes; *School Community Relationship; *School Effectiveness; Trend Analysis

This report examines Americans' attitudes, opinions, and perceptions about public education over the past three decades. The major conclusions are as follows: (1) Americans continue to value and have confidence in public schools. The more first-hand knowledge people have about the public schools, the more favorable their perceptions; (2) People are split on the question of whether the nation's schools are as good as they used to be; many people, particularly employers and college-level educators, think public schools are not as good as they can and should be; (3) There is widespread concern about the quality and performance of the nation's urban schools; (4) Public perceptions about what is wrong with education are complex and, in some cases, at odds with the facts; (5) Many Americans view public-school funding as neither adequate nor equitable, but few agree about the best way to finance schools; (6) Across a wide spectrum of interests and perspectives, there is a surprising level of agreement about the purpose of public education and about what it will take to improve schools; (7) Americans favor reforming the public-school system rather than dismantling and replacing it; and (8) Americans still trust teachers, principals, and school-board members to manage schools, but the public's trust is wavering. (Contains 18 references.) (RJM)

ED 433 607 EA 030 023

Khademian, Anne Meredith
Recent Changes in Public-Sector Governance.
PUB DATE- 99
NOTE- 72p.; For related documents, see EA 030 024-027.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

services to students with disabilities indicated the use of computers was not only beneficial for students but also cost effective; (4) about half of the students had two or more impairments; (5) the high cost of acquiring and maintaining computer technologies was the single most important and common issue noted by computer users and non-users alike; (6) the majority of students who had computer equipment at home indicated that they or their families had paid for it; and (7) most students did not know about the existence of a government program that would help them obtain computers or other adaptive technologies. An extensive appendix includes interview questions and relevant data. (Contains approximately 200 references.) (CR)

ED 433 626 EC 307 370

Fichten, Catherine S.; Barile, Maria; Asuncion, Jennison; Judd, Darlene; Alapin, Iris; Lavers, Jason; Havel, Alice; Wolforth, Joan
Computer and Information Technologies: Student and Service Provider Perspectives.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Conference of the Association on Higher Education and Disability (AHEAD) (Las Vegas, NV, July 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accessibility (for Disabled); Appropriate Technology; *Assistive Devices (for Disabled); *Computer Uses in Education; *Disabilities; *Educational Technology; Focus Groups; Foreign Countries; Higher Education; *Internet; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Canada

This presentation discusses the outcomes of a project that investigated the computer, information, and learning and adaptive technology needs and concerns of Canadian postsecondary students with disabilities. A series of four focus groups involving 33 students with disabilities and 25 service providers was held. The study found: (1) colleges have a larger proportion of students with disabilities than universities; (2) students who are blind have the largest array of technologies at their disposal; (3) service providers in increasing numbers are using the Internet as a means of getting information about equipment and adaptations for students and they are primarily teaching themselves how to use the equipment; (4) there is an even split between institutions that keep their adaptive technologies in one central location and those that decentralize their equipment; (5) about half of all institutions had a loan program; (6) over 80 percent of institutions indicated weekend and evening access to adapted equipment; and (7) while all institutions had access to the Internet, only half had adapted computers with Internet access. The paper includes information on students' preferences for computer access and the types of assistive devices used to enhance accessibility. (CR)

ED 433 627 EC 307 372

Winnick, Joseph P.; Short, Francis X.
Project Target: Criterion-Referenced Physical Fitness Standards for Adolescents with Disabilities. Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative

grade children. Children in 11 public schools in three school districts in Ohio were administered the Life Experiences Survey, a self-report questionnaire designed to measure children's exposure to violence and the psychological impact of such exposure. The questionnaire measures: demographics, recent violence exposure, past violence exposure, recent aggressive/predatory behaviors, trauma symptoms, parental monitoring, and television viewing behaviors. Findings indicated: levels of victimization by violence were high, especially among males; rates of recent witnessing of violence were also high for both boys and girls; almost without exception, boys reported higher rates of aggression toward others than girls did; and over one in five students reported watching over six hours of television per day. Multiple regression analyses of the relationship between violence exposure and total trauma symptoms found that, after controlling for demographic variables, violence exposure variables explained 35 percent of the variance in the total trauma symptom score. Additionally, 45 percent of students' own violent behavior was explained by the following: demographic variables, parental monitoring, television viewing habits, and recent and past violence exposure. (DB)

ED 433 645 EC 307 390

Fisher, Douglas, Ed.; Sax, Caren, Ed.; Pumpian, Ian, Ed.
Inclusive High Schools: Learning from Contemporary Classrooms.
PUB DATE- 99
NOTE- 209p.; Foreword by Wilson Buswell and Aaron Flint.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; Curriculum; *Disabilities; Educational Change; Educational Improvement; Family Involvement; High Schools; *Inclusive Schools; Lesson Plans; Mainstreaming; *Regular and Special Education Relationship; *Teacher Collaboration; Teacher Education; Teacher Student Relationship; *Teamwork
IDENTIFIERS- *Academic Accommodations (Disabilities)

Addressing both processes and outcomes, this book provides a framework for developing inclusive high schools, illustrated by detailed accounts of high schools that have struggled, strategized, and ultimately achieved success. Themes discussed include building crucial school-based relationships, developing support strategies, communicating responsibilities, preparing for the classroom, establishing continuity, adapting curricula, and redistributing school resources. Chapters include: (1) "We Had To See It for Ourselves" (Douglas Fisher, Ian Pumpian, Caren Sax); (2) "We Didn't Always Learn What We Were Taught: Inclusion Does Work!" (Sax, Fisher, Pumpian); (3) "Personal and Professional Evolutions about Inclusive Education" (David Zaino); (4) "Portraits of Inclusion" (Eileen Bagg-Rizzo); (5) "Kennedy High School: From Case-by-Case to Whole-School Inclusion" (Karen Rodifer, Elizabeth Castagnera, Fisher, Sax); (6) "John Q. Adams High School: A Pilot Project Takes Shape" (Sax, Fisher, Lois Chappell, Lyn Pratt); (7) " 'A Community of Learners Born of Trust, Respect, and Courage': The Foundation of Inclusion and School Reform at Jefferson High School" (Cheryl M. Jorgensen); (8) "Facilitating and Focusing Whole-School Change" (Garnett Smith and others); (9) "Reflecting on

DESCRIPTORS- Coding; *Deafness; Family Characteristics; *Family Influence; High School Students; High Schools; Interpersonal Communication; *Performance Factors; *Reading Skills; *Reading Strategies; *Short Term Memory

This report outlines the a study that investigated the reading skills of high school students (ages 14-19) with severe or profound prelingual deafness, including 6 skilled readers with parents with deafness, 6 skilled readers with hearing parents, and 6 average readers with hearing parents. The study determined short-term memory strategies used by individuals with deafness in contrived and real-work reading situations, and explored the correlation of these strategies with: (1) individual factors such as reading level, level of hearing loss, and age of onset; (2) educational and family characteristics, including communication mode and language, parent adaptation, involvement, permissiveness and expectations, and early reading, sign, and speech experiences. (CR)

ED 433 663 EC 307 408

Brown-Chidsey, Rachel; Boscardin, Mary Lynn; Sireci, Stephen G.
Computer Attitudes and Opinions of Students with and without Learning Disabilities.
PUB DATE- 99
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accessibility (for Disabled); *Computer Attitudes; *Computer Uses in Education; Computers; Educational Environment; Elementary Secondary Education; *Learning Disabilities; *Predictor Variables; Pretests Posttests; Research Design; *Student Attitudes; Student Surveys

This study investigated the attitudes and opinions of 970 students with and without learning disabilities regarding the use of computers for school-related work. Using a quasi-experimental design with three non-equivalent groups, within and between subjects effects were studied using a survey instrument. The students in grades 5 through 12 at three school sites completed pre- and post-test surveys at the beginning and end of the school year. One site served as the experimental group, while the other two were control groups. The experimental condition consisted of the installation of a campus-wide computer network for use by all students at the experimental site. A 24-item scale measured participants' attitudes about the general use of computers in schools and the use of computers by students with special needs. The most significant variables related to students' attitudes and opinions were their past experiences using computers and their school affiliation. These data also showed there was no relationship between the installation of a campus-wide computer network and changes in students' attitudes and opinions about computer use in special education. There were no significant differences in attitudes toward computers between students with and without learning disabilities. (Contains 25 references.) (Author/CR)

ED 433 664 EC 307 409

Gilmore, Robert J.; Marsh, Susan-Marie; Garza, Sylvia
U.S. Department of Education Office of Special Education Programs, Division of Research to Practice, Leadership Grants Funded from 1990-1999. Revised.

has issued a report concerning the Belmont Learning Complex (BLC) and the Los Angeles Unified School District's (LAUSD's) propensity for engaging in a series of school construction projects on contaminated land. The analysis suggests that the LAUSD was made aware of the BLC site's toxic problems as early as 1989, yet apparently had not followed applicable regulations by seeking state approval of the site prior to ensuring that the wastes had been removed. The LAUSD may have also violated their own California Environmental Quality Act (CEQA) guidelines and appears to have failed to satisfy many aspects of the California Code of Regulations that govern the CEQA process. Additionally, the LAUSD may have violated the Health and Safety Code by failing to contact the Department of Toxic Substances Control prior to construction when they had "probable cause to believe" the land was contaminated. It is believed that, due to this failure of communication, the state may "pursue feasible civil and criminal actions against" offending individuals. The BLC, reported to be the most expensive high school in California history, may cost tens of millions of dollars more as remediation efforts to rid the toxic wastes from the site get underway. (GR)

ED 433 684 EF 005 601

Parker, Danny S.; Sherwin, John R.; Sonne, Jeffrey K.; Barkaszi, Stephen F., Jr.
Demonstration of Cooling Savings of Light Colored Roof Surfacing in Florida Commercial Buildings: Our Savior's School.
SPONS. AGENCY- California Univ., Berkeley. Lawrence Berkeley Lab.; Environmental Protection Agency, Washington, DC.; Department of Energy, Washington, DC.; Florida Governor's Office of Energy, Tallahassee.; Florida Power and Light Co., Miami.
PUB DATE- 96
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Catholic Schools; *Climate Control; Comparative Analysis; *Educational Facilities Improvement; Elementary Education; Elementary Schools; Energy Conservation; *Energy Management; *Roofing
IDENTIFIERS- Florida

A 2-year Florida study attempted to quantify air conditioning cost savings when buildings have a white reflective roof. A 10,000 square foot elementary school with a gray modified bitumen roof over plywood decking that had a solar reflectance of 23 percent was monitored for an entire year. After one year of building thermal conditions and electrical demand monitoring, the roof was covered with an acrylic white elastomeric coating that achieved a solar reflectance of 68 percent. Data show that classroom air temperatures were significantly lower during the second year of the study compared to the first. Additionally, chiller electric power use was reduced by an average of 10 percent, totaling 13,000 kWh in annual savings. However, peak electrical demand was much more strongly impacted than energy. Daily average annual demand reductions of 1.5 kW were observed during school hours. Confining the analysis to weekdays and during the summer greatly magnified differences. School staff also noted interior comfort conditions were noticeably improved by the white roofing system. (Contains 16 references, 7 figures, and 2 tables.) (GR) comprehension. Implications for second language education are considered. (Contains 30 references.) (MSE)

ED 433 705 FL 025 953

Sun, Yu-Chih
The Effects of Teaching Approaches on Student's Writing Strategies in the E-Mail Settings.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (32nd, Seattle, WA, March 17-21, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; College Faculty; College Second Language Programs; College Students; Comparative Analysis; *Electronic Mail; *English (Second Language); Higher Education; Metacognition; Second Language Instruction; Surveys; *Writing Instruction; *Writing Strategies

A study investigated the writing strategies used by English as a second language (ESL) students in writing electronic mail (e-mail) messages, and to what extent certain ESL teaching variables influenced students' use of writing strategies. Subjects were 16 ESL teachers and their 208 university students. Students were administered a 50-item Likert-type inventory of e-mail writing strategies (cognitive, metacognitive, social, and affective). Teachers were administered questionnaires concerning their teaching approaches for e-mail writing. Results indicate significant negative differences between students' use of communication strategies and these teaching variables: degree of teacher involvement in the e-mail project; the teacher's expectation of the formality of students' e-mail writing styles; and the degree to which the e-mail grading affected the final grade. Recommendations are made for ways to integrate e-mail writing into ESL classrooms and to foster students' conscious understanding of the use of various writing strategies. (Contains 25 references.) (MSE)

ED 433 706 FL 025 954

Cornwell, Steve
Group Membership and Writing Apprehension: Do They Affect Academic Writing?
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Editing; *English for Academic Purposes; *English (Second Language); Foreign Countries; Grades (Scholastic); *Group Membership; *Peer Teaching; Second Language Learning; Two Year College Students; Two Year Colleges; *Writing Apprehension
IDENTIFIERS- Japan

A study investigated whether the makeup of peer editing groups in a Japanese junior college Academic English writing class had an effect on students' writing apprehension or grades over the course of a 10-week semester. Subjects were 29 first-year students from an intact Academic Writing class, with similar levels of English proficiency. Students were administered a 26-

and listening comprehension within a cognitive, information-processing framework. The use of listening strategies for comprehension is then examined, followed by discussion of four curriculum planning issues: determining goals and objectives; matching goals and objectives with teaching techniques and materials; planning the listening lesson; and use of video materials. The second part presents more practical suggestions, techniques, and activities for working with textbook tape programs and video materials, for teaching and practicing listening strategies, and for two-way, interactive listening in the classroom. Contains 22 references. (MSE)

ED 433 724 FL 025 981

Byrnes, Heidi
Reading in the Beginning and Intermediate College Foreign Language Class.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 36p.; In its: Out of Class Learning Experiences and Students' Perceptions of Their Impact on English Conversation Skills; see FL 025 966.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; *College Instruction; Communicative Competence (Languages); Graduate Students; Higher Education; Instructional Materials; Introductory Courses; *Language Teachers; Media Selection; *Reading Instruction; Reading Materials; *Reading Strategies; *Second Language Instruction; Student Interests; Teacher Education; *Teaching Assistants

An instructional module designed to help prepare college-level teaching assistants (TAs) for their duties in second language instruction is presented. The module's focus is on the teaching of reading skills and strategies at the beginning and intermediate levels of language instruction. It first looks at arguments in favor of incorporating reading in the communicative language class and basic assumptions about the nature of reading and how they are reflected in classroom practice, and proposes a new second-language reading pedagogy that builds on what has been learned recently about language, language learning, and first and second language reading. Specific methods for approaching a text at both the comprehension and production stages of language learning are then discussed, and the use of learning and reading strategies is explored. Additional sections outline criteria for selecting reading texts and ascertaining students' reading interests. Contains seven annotated references. (MSE)

ED 433 725 FL 025 982

Musumeci, Diane
Writing in the Foreign Language Curriculum: Soup and (Fire)crackers.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 35p.; In its: Out of Class Learning Experiences and Students' Perceptions of Their Impact on English Conversation Skills; see FL 025 966.
LANGUAGE- English

Gaining the Competitive Edge: Enriching the Collegiate Experience of the New Student-Athlete. Monograph Series, No. 27.
PUB DATE- 99
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Athletes; *College Athletics; *College Freshmen; College Students; Higher Education; Program Development; Student Development; Student School Relationship; Transfer Students

This monograph explores and discusses issues related to student-athletes with emphasis on entering student-athletes, and on development of programs to facilitate positive relationships between student-athletes and their universities. Following an introduction by the editor, the included chapters are: (1) "An Interview with Mike McGee" (Betsy O. Barefoot); (2) "Counseling the Collegiate Student-Athlete: History, Problems, and Possible Innovations" (Tim Fields); (3) "Self-Efficacy: A Tool for Providing Effective Support Services for Student-Athletes" (Jutta Street); (4) "Essential Components for Successful Collaboration between Coaches and Athletic Academic Advisors" (Pam Wuestenberg); (5) "Student-Athlete Welfare or 'Welfare'?" (Daniel Boggan, Jr.); (6) "NCAA CHAMPS/Life Skills Program: Results of the Help-Seeking Survey Research Project" (Meg Murray); (7) "History of the NCAA CHAMPS/Life Skills Program" (Emily Ward); (8) "The Impact of NCAA Propositions 48 and 16 on the Academic Preparation and Graduation Rates of Student-Athletes" (Jerry L. Kingston); (9) "Community/Junior College Transfer Student-Athletes: Ethics, Integrity, and the Second First-Year Experience" (Karl Mooney); (10) "The First-Year Female Student-Athlete: Characteristics and Interventions" (Carol A. Gruber); and (11) "Race and College Sports: A Long Way To Go" (Richard E. Lapchick). (Individual chapters contain references.) (DB)

ED 433 745 HE 032 277

Knowlton, Steven R., Ed.; Barefoot, Betsy O., Ed.
Using National Newspapers in the College Classroom: Resources To Improve Teaching and Learning. The First-Year Experience & Students in Transition. Monograph Series, No. 28.
PUB DATE- 99
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Business Education; Classroom Techniques; *College Instruction; English; Higher Education; Journalism; Mass Media; *Newspapers; Philosophy; Sciences; Seminars; Social Sciences; Teacher Education; Teaching Methods
IDENTIFIERS- *New York Times

Thirty-eight brief articles first make the case for using newspapers in the college classroom and then offer examples of how newspapers should be used in the following subject areas: business (advertising, business writing, management); English (composition, research writing, women's studies); first-year seminar (honors seminar, reading, study skills); journalism;

universities. Three major models of AS to baccalaureate articulation are evaluated: (1) a statewide career ladder model; (2) an AS to specialized baccalaureate model; and (3) an AS to Bachelor's in Applied Technology (BAT) model. Issues addressed in formulating guidelines for transforming the AS degree into a transfer degree included: the need to preserve existing "go-to-work" objectives of the AS programs; the need to ensure that regional and specialized accreditation are not jeopardized; and whether all or only some AS programs should be designed for transfer. The career ladder model is applied to seven pilot disciplines: nursing, radiological sciences, computer science, business (general), accounting, hospitality management, and engineering technology. Development of articulation agreements by faculty discipline committees is reported and a draft agreement for electrical engineering technology is offered as an example. Standards for maintaining accreditation are also addressed. General standards for the second model, the capstone model, are also summarized but will primarily be at the discretion of individual universities. (DB)

ED 433 765 HE 032 315

McMartin, Flora
A Collaborative Role for Industry in Assessing Student Learning. AIR 1999 Annual Forum Paper.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Outcomes Assessment; Consortia; Cooperative Programs; Curriculum Development; Education Work Relationship; *Engineering Education; Evaluation Methods; Higher Education; *Industry; Performance Based Assessment; *School Business Relationship; Standards; *Student Evaluation
IDENTIFIERS- *AIR Forum; Mechatronics

This paper recounts the process of integrating industry into the assessment process in engineering education developed by the Synthesis Coalition, a group of colleges and schools working together to improve engineering education through development and implementation of curriculum reforms. Originating in the Coalition's efforts to introduce mechatronics into the curriculum, the process involved use of an advisory industrial board, the Mechatronics Industry Board (MIB). This Board broadened its mission to become involved in the entire process of the outcomes based assessment program. This paper describes the two track planning process developed to capitalize on the different expertise of the faculty and the MIB: first, to identify valued student learning outcomes and, second, to validate the Synthesis Assessment Framework, a document laying out the Coalition's student learning goals, learning outcomes, and criteria for measuring these outcomes. Twenty scenarios describing situations which engineers commonly encounter were developed and analyzed for necessary skills and abilities. The project also developed four assessment tools to measure student learning including two self and peer assessment questionnaires related to teamwork and oral presentation, a design project report, and a scenario assignment for which a scoring rubric was developed by MIB and the Coalition. (Contains 14 references.) (DB)

*National Postsecondary Student Aid Study; Pell Grant Program

This study examined effects of increased availability of undergraduate student loan funds under the Higher Education Act Amendments of 1992. It studied the effects of price variables and accumulated debt on student persistence decisions using data from the National Student Postsecondary Aid 1992-93 and 1995-96 Surveys. For two-year college students, increases in grants and loans significantly decreased the effect of tuition increases on student persistence. The effect of debt on two-year college students was significantly and negatively associated with persistence at low levels of debt and, unexpectedly, was significantly and positively associated with persistence for high levels of debt. For four-year students, all levels of debt were negatively associated with persistence. Implications for federal financial aid policy are drawn. These include: (1) students with limited incomes who choose income-contingent repayment plans should have a limit of 10 years for repayment; (2) graduates should be able to repay their student loans through flexible benefit plans; (3) the federal government should set different reimbursement rates for different types of institutions, with Pell Grants as the basis of federal financial aid; and (4) state grants should be the base of the students' aid packages. (Contains 58 references.) (DB)

ED 433 785 HE 032 335

Oudenhoven, D. Arnie; Gibson-Harman, Kim
Reinforcing the Seams: Using Focus Groups To Connect with Specific Employee Groups. AIR 1999 Annual Forum Paper.
PUB DATE- 99
NOTE- 28p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Administration; Community Colleges; Compensation (Remuneration); *Employee Attitudes; *Focus Groups; Higher Education; Institutional Research; Morale; Staff Development; Two Year Colleges
IDENTIFIERS- *AIR Forum; *Oakton Community College IL

This paper reports on the use of focus groups at Oakton Community College (Illinois) to connect with classified staff and to get their feedback on key issues. A total of four single-session focus groups, three with classified staff (employees with varying levels of academic preparation and current responsibilities) and one with supervisors/managers, were conducted. Three main topics were discussed: staff development, morale, and compensation/classification. Concerning staff development, a key staff concern was the need for staff-oriented professional development workshops; supervisors, however, expressed a desire for more opportunities to interact and share common concerns with each other. Concerning morale, staff felt morale was strongly connected to having opportunities to be listened to and valued as employees; supervisors focused on improving orientation programs for staff. Concerning compensation and classification issues, staff wanted more information about the system in use at the college and worried about opportunities for upward mobility. The focus group effort has influenced professional development efforts, and has led to plans to develop a supervisor/manager discussion

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cataloging; Computer Peripherals; Computer Software; Computer System Design; Electronic Libraries; Information Management; *Information Technology; Integrated Library Systems; *Library Automation; Library Services; Reference Services
IDENTIFIERS- *Library Computer Systems; MARC

This book is divided into two parts; the first part (chapters 1-4) discusses fundamental aspects of computing and related technologies, and the second part (chapters 5-8) covers library automation, systems, and services. The chapters are as follows: (1) Computer Hardware, including the central processor, input peripherals, output peripherals, and auxiliary storage peripherals and media; (2) Computer Software, including system and application software; (3) Data Management and Data Communications Concepts, including modes of data processing, organization and management of data, and distributed computing; (4) Automated Office Systems and Related Technologies, including document preparation, word processing, document imaging technologies, electronic mail and messaging systems, and video-based information systems; (5) Computers and Descriptive Cataloging, including the MARC program, MARC-derivative cataloging products, and bibliographic utilities; (6) Integrated Library Systems, including online catalogs, circulation control, and acquisitions and serials management; (7) Automated Reference Service, including machine-readable reference sources and online information services; and (8) Digital Libraries, including the emergence of digital libraries, creating digital libraries, and issues and concerns. An index is included. (MES)

ED 433 804 IR 057 434

Building a Library Collection on Visual and Physical Disabilities: Basic Materials and Resources. Reference Circular No. 99-01.
PUB DATE- 99
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Braille; Hearing Impairments; Learning Disabilities; Library Collection Development; *Library Collections; Library Materials; Library Services; *Physical Disabilities; Reference Materials; *Resource Materials; Talking Books; *Visual Impairments; World Wide Web
IDENTIFIERS- Library of Congress; National Library Service for the Blind; Web Sites

The materials included in this reference circular are recommended as basic resources for providing current information on general aspects of visual impairments and physical disabilities. The selections, based on the holdings of the Reference Section, National Library Service for the Blind and Physically Handicapped (NLS), were chosen for their currency and authoritativeness. With the exception of a few classics in the field, most titles are in print and were published since 1990. Titles in the NLS collection in Braille or recorded format include the book number with the citation. Prices (subject to change) are shown for comparative purposes, and publishers'

Information Literacy Courses in Engineering and Science--The Design and Implementation of the DEDICATE Courses.
PUB DATE- 99
NOTE- 12p.; In: The Future of Libraries in Human Communication: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Chania, Greece, May 17-21, 1999) Volume 19; see IR 057 443.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Interfaces; *Course Content; *Distance Education; Foreign Countries; Higher Education; *Information Literacy; *Instructional Design; Internet; Learning Modules; Learning Processes; Teleconferencing; Training
IDENTIFIERS- Europe; Learning Environments; Web Sites

The aim of the DEDICATE (Distance Education Information Courses with Access through Networks) project, funded through the European Union, is to develop distance education courses in training for information literacy. The DEDICATE courses are based on the use of the Internet and World Wide Web; communication between participants and tutors and within participating groups is supported by electronic conferencing software. This paper begins with a discussion of information literacy and the learning process. The aims and design of the DEDICATE courses are then described. Highlights include: (1) organizational context, including the importance of library managers' support at the institutions concerned; (2) participants and their expectations; (3) the learning environment, including key features of the interface; (4) course overview; (5) learning modules, consisting of five units that address the Internet as a learning environment, search for information in a selected subject area, the institutional context, the design of an information literacy course, and learning and course review; and (6) evaluation. Figures include a model of student learning and the "Into Info" home page. (Contains 32 references.) (MES)

ED 433 823 IR 057 453

Garner, Imogen
New Reference: Diversifying Service Delivery.
PUB DATE- 99
NOTE- 7p.; In: The Future of Libraries in Human Communication: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Chania, Greece, May 17-21, 1999) Volume 19; see IR 057 443.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Change Strategies; Foreign Countries; Higher Education; Librarians; *Library Development; *Library Planning; *Library Services; Organizational Change; *Reference Services
IDENTIFIERS- University of Western Australia

This paper describes the experiences of a recent change process that focused on the delivery of reference services at the University of Western Australia (UWA). UWA reference librarians felt that they could not fulfill all of their duties while

Twente as follows: responding to changing relationships between scientific information and users; offering remote access; estimating user needs; and supporting users in new contexts. Statements for discussion are presented: (1) in the changing scientific environment, the traditional academic freedom can be restricted by market forces and enlarged by ICT-developments; (2) although users of scientific information become technically increasingly independent of intermediaries, for reasons of efficiency they need new facilities and forms of support offered by, for example, academic libraries; (3) academic libraries are not meant to pull developments in scientific processes--they are expected to develop innovative facilities and forms of support to facilitate the scientific process; (4) adjustments of the supportive role of academic libraries can better be pushed by user needs than by technology; (5) responsiveness to user needs requires continuous observation and monitoring of the information behavior of users--research on, development of and experiments with advanced techniques for doing so are desperately needed; and (6) library staff in academic libraries needs not only professional information skills but also didactic and research skills in order to facilitate and support future scientific processes adequately. (AEF)

ED 433 842 IR 057 472

Viiri, Marjariitta
Educational Needs of Finnish Polytechnic Librarians.
PUB DATE- 99
NOTE- 7p.; In: The Future of Libraries in Human Communication: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Chania, Greece, May 17-21, 1999) Volume 19; see IR 057 443.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Employee Attitudes; Foreign Countries; Librarians; Library Personnel; Postsecondary Education; *Professional Development; Professional Personnel; Program Evaluation; *Training
IDENTIFIERS- Finland; Polytechnics

The polytechnics are the newest part of the Finnish system of higher education. The whole polytechnic system is being developed on the basis of systematic monitoring and evaluation of its activities. Staff development and library and information services were both targets selected for evaluation in this study carried out to identify the educational needs of the library staff. The questionnaire consisted mainly of structured questions, but respondents (175 librarians, information specialists, library directors, library assistants, and information service secretaries) were also encouraged to express opinions and feelings concerning the issues asked. Results indicate that the library staff of Finnish polytechnics have many different educational needs. The staff is willing to gain both new personal and professional competence. They want: to teach; to relate library and information services to the polytechnic education, organizational mission, and strategies; to exploit networks effectively; and to speak foreign languages. (AEF)

ED 433 843 IR 057 473

college system and related financial concerns. (Each essay contains references.) (AS)

ED 433 862 JC 990 570

Core Indicators of Effectiveness as Recommended by the American Association of Community Colleges. Jefferson College Status Report.
PUB DATE- 98
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Outcomes Assessment; Community Colleges; *Educational Quality; Evaluation Criteria; Excellence in Education; *Institutional Evaluation; *Institutional Mission; Program Evaluation; *School Effectiveness; Self Evaluation (Groups); Tables (Data); Two Year Colleges
IDENTIFIERS- American Association of Community Colleges; *Jefferson College MO

This status report is the third in a series of annual self-assessments Jefferson College (Missouri) has done in response to the 13 core indicators proposed by the American Association of Community Colleges as those identifying institutional effectiveness. This report explores 7 college missions, which are further subdivided into 13 core indicators. Mission 1, Student Progress, details Student Goal Attainment; Persistence (fall to fall); and Degree Completion Rates. Mission 2, Career Preparation, involves Placement Rate in the Work Force; and Employer Assessment of Students. Mission 3, Transfer Preparation, involves Number and Rate Who Transfer; and Performance After Transfer. Mission 4, Developmental Education, focuses on Success in Subsequent Related Coursework. Mission 5, General Education, includes Demonstration of Critical Literacy Skills; and Demonstration of Citizenship Skills. Mission 6, Customized Education, reviews Client Assessment of Programs and Services. Mission 7, Community Development, looks at Responsiveness to Community Needs; and Participation Rate in Service Area. The findings from this assessment provide a basis for planning activities, making institutional policy decisions, and maintaining public accountability. (VWC)

ED 433 863 JC 990 572

Jefferson College Fall 1997 Factbook. Volume I: Student Characteristics.
PUB DATE- 97
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Annual Reports; *College Outcomes Assessment; *Community Colleges; *Enrollment; Job Placement; Standardized Tests; *Student Characteristics; *Student Records; Tables (Data); Transfer Rates (College); *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Jefferson College MO

This fall 1997 report describes student characteristics, enrollment, test scores, and outcomes at Jefferson College, Missouri. Statistics are grouped into seven sections. In the Admissions area, sixty-nine percent of students graduated from an in-county high school or General Equivalency Diploma (GED) males (2.2 percent) much higher than among females (0.6 percent); (2) participation was highest in the 15-19 age group; (3) apprentices and trainees enrolled in an average of 1.2 courses, similar to that for all vocational education and training (VET) students; (4) apprentices and trainees were enrolled in higher-level courses than students in the general population; (5) almost 3 percent of the apprentices and trainees were of Aboriginal or Torres Strait Islander origin; (6) 3.4 percent of apprentices and trainees had a disability; (7) 7.5 percent of apprentices and trainees were not born in Australia, and 7.1 percent spoke a language other than English at home; (8) almost half of the apprentices and trainees had completed secondary education; and (9) 35 percent of apprentices and trainees lived in a rural or remote area. The Introduction refers to "a companion volume which provides detailed information about off-the-job training undertaken by apprentices and trainers as part of their contract of training." The attached separately-published 12-page "At a Glance" publication is that companion volume. (KC)

ED 433 420 CE 079 092

Australian Vocational Education & Training 1997: Commuter Distances. An Overview.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 99
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Commuter Colleges; *Commuting Students; *Correspondence Study; *Distance Education; Foreign Countries; *Job Training; Postsecondary Education; *Student Characteristics; Student Transportation; Tables (Data); *Vocational Education
IDENTIFIERS- *Australia

This report discusses vocational education and training (VET) and distance for Australian VET students. The following are some of the findings for commuting students, as reported in a detailed national data collection on where Australian VET students live and where they take their training: (1) the median distance between a student's place of residence and place of training is estimated at 11.6 kilometers, although distances vary widely; (2) a majority (68 percent) of students undertook their training within 20 kilometers from their residence, although 9 percent of tne students lived more than 100 kilometers from their training and 2 percent lived more than 500 kilometers distant; (3) students who traveled longer distances usually took fewer hours of course work; (4) males traveled further than females, but age does not seem to be related to commuter behavior; and (5) commuter distance patterns vary according to the field of study. Findings on correspondence students are as follows: (1) about 6 percent of students learned by correspondence, with about a quarter of them also taking noncorrespondence courses; (2) students from the rural and remote areas of Australia, in particular, took advantage of correspondence study; and (3) correspondence students were more likely to be female, have some form of prior education, and be older than noncorrespondence students. In addition, about 7 percent of Australian postsecondary graduates left home in order to live where the course of their choice was offered. (KC)

ED 433 421 CE 079 093

ED 433 438 CE 079 115

Martinez, Paul
Staff Development in Transition: Benchmarks for Further Education.
PUB DATE- 99
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Budgeting; Budgets; *College Faculty; Colleges; Educational Change; Educational Planning; Faculty Development; Foreign Countries; Inservice Education; Models; Needs Assessment; Postsecondary Education; Professional Continuing Education; Program Development; Program Evaluation; *Staff Development
IDENTIFIERS- *United Kingdom

The report provides a survey of staff development (SD) managers in 505 English, Welsh, and Scottish further education colleges (227 responses). The objective was to determine how much SD has changed and matured since incorporation, and how much it has created benchmarks. Findings indicated that few staff developers had a relevant SD qualification. SD tended to be linked to one of three college functions: curriculum, quality, or personnel. Budget size varied widely; the median figure of 1% of the college budget was relatively stable across all types of colleges. The current trend for SD budgets was downward, reflecting financial difficulties in the sector as a whole. Five main models were identified: personnel unit, curriculum or professional development unit, SD committee, decentered model, and lone operator. In two-thirds of colleges, staff developers were lone operators. In terms of time commitment, SD had a relatively high priority. Six in 10 colleges had a contractual requirement to take part in SD; over 40% of these did not specify how and when it should be discharged. SD priorities for teaching staff were as follows: improve teaching, curriculum design and strategy, teaching quality maintenance, self-assessment, teaching qualifications, and management development. The increasing sophistication of planning processes was not matched by processes for review and evaluation. Few mechanisms were in place to evaluate changes in performance or achievement of business outcomes. Most colleges offered in-house SD programs; 9 of 10 waived fees for full-time staff. (Contains 23 references.) (YLB)

ED 433 439 CE 079 117

Palloff, Rena M.; Pratt, Keith
Building Learning Communities in Cyberspace: Effective Strategies for the Online Classroom. Jossey-Bass Higher and Adult Education Series.
PUB DATE- 99
NOTE- 206p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Mediated Communication; Computer Networks; *Cooperative Learning; *Curriculum Development; *Distance Education; Learning Strategies; *Online Systems; Postsecondary Education; Program Development; Program Evaluation; Student Evaluation; World Wide Web
IDENTIFIERS- *Learning Communities

the curriculum. Next, critical literacy is defined as the ability to look below a text's surface meanings by asking continuous questions of the text and thereby examine one's own values and attitudes and consider alternative positions and points of view. After a brief examination of the politics of text, the following seven contexts of text are listed and explained: situation, form, author(s), voices, genre, rhetorical strategies, and world view. Presented next are a set of questions for use in analyzing each context. The booklet's remaining four sections consist of definitions of the concepts of text, reading, and self-reflection and discussion of the following: the differences between implicit and explicit meaning, the pyramid of meaning; and differences between literacy and critical literacy. The booklet contains 26 references. (MN)

ED 433 457 CE 079 142

Johnston, Betty; Baynham, Mike; Kelly, Sheilagh; Barlow, Kerry; Marks, Genee
Numeracy in Practice: Effective Pedagogy in Numeracy for Unemployed Young People. Research Report.
SPONS. AGENCY- Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.
PUB DATE- 97
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Case Studies; Classroom Techniques; Comparative Analysis; Context Effect; Education Work Relationship; Educational Environment; Foreign Countries; *Literacy Education; Literature Reviews; *Mathematics Instruction; *Numeracy; Questionnaires; Records (Forms); Rural Areas; Rural Education; Teaching Methods; Theory Practice Relationship; Unemployment; Urban Areas; Urban Education; Youth Employment; *Youth Programs
IDENTIFIERS- *Australia

The question of whether unemployed youths would benefit from different pedagogical techniques when learning numeracy skills was examined in a multifaceted qualitative study. Data were collected from the following activities: case studies in which a kit of everyday materials was used to stimulate discussion about numeracy practices with 30 selected young people; interviews of the young people and their teachers; and in-depth interviews with and observation of a subsample of 15 of the young people who represented a mix of males and females from rural and urban environments. Special attention was paid to the ways selected structuring categories (gender, location and social networks, cultural background, and ability/disability) constrain and/or enable the range of numeracy practices available to some young people. Also highlighted was the interplay between mathematical concepts and numeracy practices on the one hand and social practices on the other. Implications of the research for teachers and curriculum designers include building conceptual and implementation bridges between mathematics and their students' social use of math. (The document contains 79 references. Appended are the following: questionnaire for participants; teacher questionnaire; profile of the young people studied; consent form; and logging grid.) (MN)

ED 433 458 CE 079 143

refined for inclusion into the workbook. Case studies and exercises are provided to stimulate active participation by group members. Chapters include: (1) "Defining Abuse and Battering"; (2) "Achieving Nonviolence"; (3) "Exploring and Defeating Intimidation"; (4) "Creating a Trusting Relationship"; (5) "Giving and Receiving Respect"; (6) "Accountability: Taking Responsibility for Yourself"; (7) "Maintaining Positive Sexual Relationships"; (8) "Negotiating a Partnership"; (9) "Cooperating through Good Communication"; and (10) "Parenting: How to Relate to your Children". (Contains 16 references.) (GCP)

ED 433 476 CG 029 317

Hamilton, Todd Lee
Siblings' Response to a Survivor of Childhood Cancer: A Review of the Literature on What Leads to Healthy Adjustment or Maladjustment.
PUB DATE- 98
NOTE- 71p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Adjustment (To Environment); Behavior Problems; *Cancer; *Children; *Coping; Emotional Problems; Family Relationship; Mental Health Workers; Research Needs; Resilience (Personality); Sex Differences; *Sibling Relationship; Stress Variables; Well Being
IDENTIFIERS- *Childhood Illnesses

This paper reviews the research on how siblings respond to another sibling who has survived childhood cancer. The paper examines the siblings' ability to cope, adjust, and adapt to this stressor. Relevant interventions are also discussed. The research indicates that although siblings may experience heightened emotional and behavioral problems, overall their psychological adjustment is adequate and not altogether different from siblings in healthy families. The two strongest predictor variables appear to be the compound variable gender/age and the presence of problems existing before diagnosis. The siblings' level of maturity and ability to overcome stressors contributed to a healthy adjustment. When the siblings' level of ability to adapt is considered, those who are categorized as dysfunctional have more difficulty than siblings classified as resilient. Finally, interventions that promote family cohesiveness, adaptability, and open communication facilitated healthy coping, adapting, and adjustment. (Contains 46 references.) (Author/GCP)

ED 433 477 CG 029 319

Devine, Carol; Hansen, Carol Rae; Wilde, Ralph; Bronkhorst, Daan; Moritz, Frederic A.; Rolle, Baptiste; Sherman, Rebecca; Southard, Jo Lynn; Wilkinson, Robert; Poole, Hilary, Ed.
Human Rights: The Essential Reference.
PUB DATE- 99
NOTE- 312p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reference Materials - General (130)
DESCRIPTORS- *Academic Freedom; *Access to Education; *Civil Liberties; Educational Environment; Educational History; *Educational Status Comparison; Equal Education; *Intellectual Freedom

development of several reading comprehension interventions. These include using literal, inferential, and critical questions, teaching students how to self-monitor their reading, increasing direct instruction of comprehension strategies, and implementing a balanced reading program. Post intervention data indicated an increase in students' use of various reading comprehension strategies. This lead to a greater overall level of understanding during reading for the targeted students. Contains 26 references, 1 figure and 14 tables of data. Appendixes contain a student survey and a parent questionnaire. (Author/SR)

ED 433 497 CS 013 700

Fabrikant, Wendy; Siekierski, Nancy; Williams, Carolyn
Improving Students' Inferential and Literal Reading Comprehension.
PUB DATE- 99
NOTE- 110p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight. Appendix R contains illegible type.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Class Activities; Elementary Education; *Instructional Effectiveness; *Reading Attitudes; *Reading Comprehension; *Reading Improvement; *Reading Instruction; Reading Skills; Student Attitudes

This action research project describes a program for improving literal and inferential reading comprehension skills aimed at increasing overall academic achievement. The targeted population consisted of third, fourth, and fifth grade students in middle class communities located in the Midwest. Evidence for the existence of the problem includes teacher observations and results from the S.T.A.R. standardized tests. Analysis of probable cause data indicates that students exhibit low literal and inferential reading comprehension skills that hinder academic achievement. Probable causes were low self-esteem and a lack of intrinsic motivation, poor recognition skills, limited vocabularies, a lack of activating prior knowledge, limited experiences, and a deficiency in understanding and using inferential thinking and reading comprehension strategies. Evidence of these probable causes was found in research literature and at the targeted sites. A review of solution strategies suggested by knowledgeable others, combined with analysis of the problem setting, resulted in the selection of five major categories of interventions: activation of prior knowledge, the teaching of inferential thinking skills, Directed Reading Thinking Activity (D.R.T.A.), Question Answer Relationship (Q.A.R.), Self-Monitoring Questions, and Literature Circles. Post intervention data indicated an overall increase in student Instructional Reading Level and in student Grade Equivalent scores. Post attitudinal survey data indicated an increase in intrinsic motivation to read for enjoyment. Contains 27 references, 22 figures and 12 tables of data. Appendixes contain a student survey; student worksheets, story maps, and graphic organizers; and outlines for discussing character and plot, making summaries and connecting stories to the world outside. (Author/SR)

ED 433 498 CS 013 701

Goldstein, Amy
Improving Students' Reading Fluency.
PUB DATE- 99
NOTE- 45p.; Master's Action Research Project, Saint Xavier

of location). The average writing proficiency of eighth-grade public school students in Colorado on the NAEP writing scale was 151 compared to 148 nationwide. (RS)

ED 433 514 CS 216 856

Jerry, Laura J.; Ballator, Nada
NAEP 1998 Writing State Report for Connecticut.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 44p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 216 850. For highlights of the full report, see CS 216 849. For the 40 separate reports for 36 states, the District of Columbia, Department of Defense Dependent Domestic Schools, Department of Defense Dependent Overseas Schools, and the Virgin Islands, see CS 216 851-890.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 8; Junior High Schools; *National Competency Tests; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results; *Writing Achievement; Writing Research
IDENTIFIERS- *Connecticut; National Assessment of Educational Progress; State Writing Assessments

In 1998 for the first time, the NAEP (National Assessment of Educational Progress) administered a writing assessment at the state level. This report describes the writing achievement of Connecticut eighth-grade students and compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments). In Connecticut, 2592 students from 104 public schools and 240 students from 13 nonpublic schools were assessed. The writing assessment questions asked for three major kinds of writing: some required narrative, some informative, and some persuasive writing. Each student who participated in the state assessment was given two questions and had 25 minutes to respond to each question. The questions asked students to write in a variety of forms, such as essays, letters, stories, as well as to a variety of audiences, such as teachers, other students, and school boards. The distribution of writing results and writing achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' educational level, free/reduced-price lunch program eligibility, and type of location). The average writing proficiency of eighth-grade public school students in Connecticut on the NAEP writing scale was 165 compared to 148 nationwide. (RS)

ED 433 515 CS 216 857

Jerry, Laura J.; Ballator, Nada
NAEP 1998 Writing State Report for Delaware.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 42p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 216 850. For highlights of the full report, see CS 216 849. For the 40 separate reports for 36 states, the District of Columbia, Department of Defense Dependent Domestic Schools, Department of

separate reports for 36 states, the District of Columbia, Department of Defense Dependent Domestic Schools, Department of Defense Dependent Overseas Schools, and the Virgin Islands, see CS 216 851-890.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 8; Junior High Schools; *National Competency Tests; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results; *Writing Achievement; Writing Research
IDENTIFIERS- National Assessment of Educational Progress; *New York; State Writing Assessments

In 1998 for the first time, the NAEP (National Assessment of Educational Progress) administered a writing assessment at the state level. This report describes the writing achievement of New York eighth-grade students and compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments). In New York, 1981 students from 81 public schools and 380 students from 19 nonpublic schools were assessed. The writing assessment questions asked for three major kinds of writing: some required narrative, some informative, and some persuasive writing. Each student who participated in the state assessment was given two questions and had 25 minutes to respond to each question. The questions asked students to write in a variety of forms, such as essays, letters, stories, as well as to a variety of audiences, such as teachers, other students, and school boards. The distribution of writing results and writing achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' educational level, free/reduced-price lunch program eligibility, and type of location). The average writing proficiency of eighth-grade public school students in New York on the NAEP writing scale was 146 compared to 148 nationwide. (RS)

ED 433 532 CS 216 874

Jerry, Laura J.; Ballator, Nada
NAEP 1998 Writing State Report for North Carolina.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 46p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 216 850. For highlights of the full report, see CS 216 849. For the 40 separate reports for 36 states, the District of Columbia, Department of Defense Dependent Domestic Schools, Department of Defense Dependent Overseas Schools, and the Virgin Islands, see CS 216 851-890.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 8; Junior High Schools; *National Competency Tests; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results; *Writing Achievement; Writing Research
IDENTIFIERS- National Assessment of Educational Progress; *North Carolina; State Writing Assessments

In 1998 for the first time, the NAEP (National Assessment of Educational Progress) administered a writing assessment at the

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 42p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 216 850. For highlights of the full report, see CS 216 849. For the 40 separate reports for 36 states, the District of Columbia, Department of Defense Dependent Domestic Schools, Department of Defense Dependent Overseas Schools, and the Virgin Islands, see CS 216 851-890.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 8; Junior High Schools; *National Competency Tests; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results; *Writing Achievement; Writing Research
IDENTIFIERS- National Assessment of Educational Progress; State Writing Assessments; *Virgin Islands

In 1998 for the first time, the NAEP (National Assessment of Educational Progress) administered a writing assessment at the state level. This report describes the writing achievement of Virgin Islands eighth-grade students and compares their overall performance to students nationwide (using data from the NAEP national assessments). In the Virgin Islands, 614 students from 6 public schools and 193 students from 10 nonpublic schools were assessed. The writing assessment questions asked for three major kinds of writing: some required narrative, some informative, and some persuasive writing. Each student who participated in the state assessment was given two questions and had 25 minutes to respond to each question. The questions asked students to write in a variety of forms, such as essays, letters, stories, as well as to a variety of audiences, such as teachers, other students, and school boards. The distribution of writing results and writing achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' educational level, free/reduced-price lunch program eligibility, and type of location). The average writing proficiency of eighth-grade public school students in the Virgin Islands on the NAEP writing scale was 124 compared to 148 nationwide. (RS)

ED 433 549 CS 216 895

Avila, Judy; Pahuski, Linda; Perez, Linda
Developing Language Arts Skills through the Reading and Writing Connection.
PUB DATE- 99
NOTE- 127p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Elementary Education; High Schools; *Instructional Effectiveness; *Language Arts; Reading Improvement; Reading Instruction; *Reading Writing Relationship; Writing Improvement; Writing Instruction

This report describes a program for the development of language arts skills through the reading and writing connection. The targeted population is a split third and fourth grade class, a third grade class, and a high school cross-categorical special education class. The difficulties in the area of language arts

Information-Gathering Problems" (Bruce Garrison); "Analytical Journalism: Credibility of Computer-Assisted Reporting" (Justin Mayo and Glenn Leshner); "Journalists and Gender: An Analysis of 'The New York Times' Coverage of the 1996 U.S. Presidential Election" (Kimmerly S. Piper-Aiken); "The Quest for Credibility through the Public Dialogue in Correction Boxes, Letters to the Editor and Columns Written by Newspaper Ombudsmen" (Neil Nemeth and Craig Sanders); "The Metro Wide Web: How Newspapers' Gatekeeping Role Is Changing Online" (Jane B. Singer); "'You Had To Be There' (And They Weren't): The Problem with Reporter Reconstructions" (Russell Frank); and "'The New York Times' and 'The London Times' Cover War in Bosnia and Croatia, 1991 to 1995: Press Nationalism and U.S.-British Hegemony Over Bosnian Policy" (Lawrence A. Luther Di Giovanni). (RS)

ED 433 568 CS 510 149

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (82nd, New Orleans, Louisiana, August 3-8, 1999). Newspaper, Part 2.
PUB DATE- 99
NOTE- 285p.; For other sections of the proceedings, see CS 510 132-153.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Baseball; Cohort Analysis; Credibility; Diversity (Institutional); Higher Education; Job Satisfaction; Journalism Education; Journalism Research; *News Reporting; *Newspapers; Program Effectiveness; Reading Habits
IDENTIFIERS- Dallas Morning News; Local News; *Media Coverage; Texas

The Newspaper, Part 2 section of the Proceedings contains the following 10 papers: "Newsroom Teams: A Baseline Study of Prevalence, Organization and Effectiveness" (Fred F. Endres, Ann B. Schierhorn, and Carl Schierhorn); "Hispanics & the Media: A Case Study of Coverage in 'The Dallas Morning News'" (Camille R. Kraeplin and Federico Subervi); "Getting It Right: Newsmaker Perceptions of Accuracy and Credibility" (Scott R. Maier); "Baseball Box Scores in the Newspaper: Helpful Statistics or Sports Hieroglyphics?" (C. A. Tuggle and Don Sneed); "Diversity Efforts in the Newsroom: Doin' the Right Thing or Just a Case of Show Me the Money?" (Richard Gross, Patricia A. Curtin, and Glen T. Cameron); "Improving Newspaper Delivery: A Factor Analysis of Route Demographic Variables and Reliability Measures" (Marc Seamon); "The Shrinking Sphere of Privacy: Candidate Coverage in Presidential Politics, 1980 to 1996" (Elizabeth A. Skewes); "Are Young People Reading the Newspaper? A 25-Year Cohort Analysis" (Nancy Cheever and Tony Rimmer); "Job Satisfaction, Dissatisfaction of Texas Newspaper Reporters" (Li-jing Arthur Chang and George Sylvie); and "Local Views on Local News" (Patricia M. Kennedy). (RS)

ED 433 569 CS 510 150

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (82nd, New Orleans, Louisiana, August 3-8, 1999). History.
PUB DATE- 99
NOTE- 400p.; For other sections of this proceedings, see CS 510 132-153.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)

such as how the campaign will be promoted and what will be done to address the concerns of the opposition. (RJM)

ED 433 587 EA 029 988

Verstegen, Deborah A.
School Finance Litigation across the States: What Are a State's Core Finance Data Needs?
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 63p.; Paper presented at the Annual Meeting of the American Education Finance Association (Seattle, WA, March 17-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Court Litigation; Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Finance Reform; Financial Policy; School District Spending

This report identifies the finance data needs of states facing school finance litigation or seeking to avoid it altogether. The article addresses the following key questions: What issues are prominent in the "new wave" of school finance litigation? and What are the core finance data needs of states seeking to address these issues? The materials analyzed for this report consist of state supreme court decisions on the constitutionality of school-finance systems, beginning in 1989. This set of decisions has been referred to as the "new wave" of judicial decisions related to state school finance litigation. The paper lists the limitations of the study, along with definitions, and provides the background and history of early school finance litigation. Specific statutory issues, the level of funding, and funding disparities are all discussed. The report concludes that states need to scrutinize elements of their finance system for elementary and secondary education, describe them, and develop fiscal data on each element of the system. (Contains 3 tables on finance litigation, 11 references, and an appendix listing court challenges where plaintiffs have prevailed. (RJM)

ED 433 588 EA 029 991

Noteworthy Perspectives on Comprehensive School Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; *Change Strategies; *Educational Change; Educational Improvement; Elementary Secondary Education; *Guides; Instructional Leadership

This publication is intended to help schools develop and implement comprehensive reform initiatives. It provides an overview of comprehensive school reform and offers suggestions for selecting and implementing research-based instruction, which includes a step-by-step process for selecting and adopting research-based instructional methods that are appropriate for a school or district. The booklet demonstrates how to invigorate education by reinventing staff development. It advocates the use of standards to set clear student goals, such as defining what students should know and be able to do,

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Administration; Elementary Secondary Education; *Governance; Government School Relationship; Public Administration; *Public Sector; School Administration; School Policy
IDENTIFIERS- National Commission on Governing Americas Schools

This report looks at recent changes in governance across the public sector to provide context and examples for the National Commission on Governing America's Schools' efforts. The report is presented in six sections. Following a brief introduction in section 1, section 2 provides an overview of the forces that have changed public-sector governance over the past two decades. It looks at challenges of governance, troubled management systems, increased diversity, shrinking resources, new ideas and new technologies, and rethinking governance. Section 3 examines some of the common themes of the new governance, such as devolution, partnerships, mission-driven governance, the presence of complexity and uncertainty, continuous learning, and leadership. The fourth section then presents six partnership models of the new governance: (1) governance at the grass roots; (2) building performance into internal governance; (3) aging and complex program and administrative structures that have prompted participants in the governing process to find alternatives; (4) from arbitration to collaboration; (5) cooperative federalism at the grass roots; and (6) external support for public innovation experiments. The next section details some of the challenges of the new governance, such as accountability and replication. The document closes with an overview of new governance options, including suggestions for improving the existing system. (RJM)

ED 433 608 EA 030 024

Ziebarth, Todd
The Changing Landscape of Education Governance.
PUB DATE- 99
NOTE- 45p.; For related documents, see EA 030 023 and EA 030 025-027.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Administration; Educational History; *Educational Trends; Elementary Secondary Education; *Governance; Government School Relationship; School Administration; School District Autonomy; School Policy; *School Restructuring

This paper provides a basic understanding of the changes taking place within education governance. The document opens with a description of the traditional education governance system, typified by a centralized, bureaucratic approach that has been the predominant mode of public education governance for most of the 20th century. The focus then shifts to a discussion of decentralized, consumer-driven approaches to education governance. Advantages and disadvantages to this approach are listed, along with information on school-based management, open enrollment, charter schools, tax credits, tax deductions, and vouchers in eight locations. This section is followed by an examination of state interventions in low-performing districts, with particular emphasis on the Chicago Public Schools' experiences and how the action of the district and state legislature affected finance, students, principals and teachers, and student performance. Finally, international

Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 226p.; For related documents, see EC 307 373-375.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Child Health; Children; *Criterion Referenced Tests; *Disabilities; Elementary Secondary Education; Performance Tests; Physical Fitness; *Physical Fitness Tests; Standards; *Test Construction; Test Content; Test Items
IDENTIFIERS- *Testing Accommodations (Disabilities)

This final report discusses the outcomes of a project designed to extend the nation's current emphasis on health-related, criterion-referenced fitness testing and programming to children and adolescents with disabilities. It summarizes project activities leading up to the Brockport Physical Fitness Test and related measures. Activities included: (1) identifying and selecting populations requiring adjustments to physical fitness tests and standards; (2) identifying tentative test items and standards for physical fitness development; (3) validating test items and standards; (4) developing a criterion-referenced test of physical fitness and modifying items and standards associated with selected national physical fitness tests designed for typical individuals; (5) developing an educational component relevant to adolescents with disabilities; and (6) preparing materials for project dissemination. Appendices include 16 research reports that evaluated specific test items for the criterion-referenced health-related test for individuals with disabilities. Appendices also include the notes and agenda of the Advisory Committee meetings. (Contains 19 references.) (CR)

ED 433 628 EC 307 373

Winnick, Joseph P.; Short, Francis X.
The Brockport Physical Fitness Test Manual Developed in Connection with Project Target. The National Fitness Test for Youth with Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 185p.; For related documents, see EC 307 372-375.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Child Health; Children; *Criterion Referenced Tests; *Disabilities; Elementary Secondary Education; Performance Tests; Physical Fitness; *Physical Fitness Tests; Standards; *Test Construction; Test Content; Test Items; Test Reliability; Test Validity
IDENTIFIERS- *Testing Accommodations (Disabilities)

This test manual presents information on the Brockport Physical Fitness Test (BPFT), a criterion-referenced fitness test for children and adolescents with disabilities. The first chapter of the test manual includes an introduction and target populations are identified, defined, and classified. The second chapter presents information on the conceptual framework for the test. Physical activity, health, and health-related physical fitness are discussed and their relationships to the

the Least Restrictive Environment Policy: Curriculum, Instruction, Placement: Three Legs of the Achievement Stool" (Virginia Roach); (10) "Teacher Preparation: A Long and Winding Road that Leads..." (Pumpian); and (11) "Families: The Key to Continuity" (Barbara Buswell). (Contains 16 pages of references and an index.) (CR)

ED 433 646 EC 307 391

Shapiro, Joan; Rich, Rebecca
Facing Learning Disabilities in the Adult Years. Understanding Dyslexia, ADHD, Assessment, Intervention, and Research.
PUB DATE- 99
NOTE- 216p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; Attention Deficit Disorders; Case Studies; Clinical Diagnosis; Cognitive Processes; Coping; Court Litigation; Dyslexia; Educational Legislation; Educational Trends; Employment; *Etiology; *Evaluation Methods; Federal Legislation; Higher Education; Interpersonal Competence; Interviews; *Learning Disabilities; Resource Materials; *Symptoms (Individual Disorders); Transitional Programs; Vocational Rehabilitation

This text provides information on learning disabilities in adults and offers practical ways to compensate. Chapters address: (1) definitions of learning disability; (2) etiology of learning disabilities; (3) our cognitive or thinking systems; (4) different assessment settings and some of the tests used to diagnose a learning disability; (5) dyslexia, some possible causes, and a clinical example of dyslexia in an adult; (6) the effects of learning disabilities on reading, writing, and mathematical problems; (7) attention-deficit/hyperactivity disorder (ADHD) and its relationships to learning disabilities; (8) psychosocial problems of individuals with learning disabilities, and some of the current theories and treatment approaches; (9) different types of instructional approaches used for individuals with learning disabilities; (10) information regarding transitional issues, accommodations, and program models for transition to college and employment; (11) vocational rehabilitation services that provide services to help individuals determine career goals and objectives; (12) case studies and interviews with adults who have learning disabilities that highlight the range of learning problems; and (13) current directions in the field. Appendices include a review of legislation and court cases pertaining to learning disabilities, a list of selected tests used for older adolescents and adults with learning disabilities, and a list of related resources. (Contains 52 references.) (CR)

ED 433 647 EC 307 392

Jarrett, Denise
The Inclusive Classroom: Mathematics and Science Instruction for Students with Learning Disabilities. It's Just Good Teaching.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 47p.
LANGUAGE- English

PUB DATE- 99
NOTE- 68p.; For related document, see ED 420 959. Data forms contain filled-in type and a cropped page.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - General (130),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Doctoral Degrees; *Doctoral Programs; Elementary Secondary Education; *Federal Aid; Federal Programs; Graduate Study; Grants; Higher Education; *Leadership Training; *Postdoctoral Education; Program Effectiveness; Program Evaluation; *Special Education; Tuition Grants

This report presents a synopsis of grants awarded by the U.S. Office of Special Education Programs from FY 1990 through 1999 to encourage the further development of skilled doctoral and postdoctoral level special educators and related services personnel. Doctoral level training grants typically propose programming for the preparation of a truly integrated professional. Postdoctoral training applications provide training in such areas as new technology and innovative approaches to training special educators and related service personnel. Postdoctoral-level training recognizes the need for continuous updating of the professional knowledge and skills of leadership personnel. Analysis of the leadership grants indicates: (1) a sharp decline in applications submitted to the leadership competitions from FY 1992 to 1998; (2) a decrease in the number of training programs that award only doctoral degrees; (3) significant decreases in the number of students being trained in certain discipline areas, particularly augmentative communication and audiology/hearing impairment; (4) increases in training in school reform, administration, psychology, collaboration, autism, transition, and programs with a minority emphasis; and (5) a decrease in the number of new and continuation grants funded. The report summarizes highlights of new leadership grants for each fiscal year from 1990 through 1999. (CR)

ED 433 665 EC 307 410

Bullis, Michael, Ed.; Davis, Cheryl D., Ed.
Functional Assessment in Transition and Rehabilitation for Adolescents and Adults with Learning Disorders.
PUB DATE- 99
NOTE- 93p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Adults; Case Studies; *Clinical Diagnosis; *Disabilities; Education Work Relationship; *Eligibility; *Environmental Influences; Evaluation Methods; Models; Postsecondary Education; Referral; Rehabilitation Programs; Special Education; *Student Evaluation; *Technical Writing; Vocational Rehabilitation
IDENTIFIERS- *Functional Assessment

This manual is based on a 3-year, federally funded program, Project FASTER (Functional Assessment Services for Transition, Education, and Rehabilitation), that developed functional assessment procedures and provided assessment services to adolescents and adults with learning or behavioral disorders who were involved in school-based transition programs, postsecondary education settings, and vocational

ED 433 685 EF 005 602

Callahan, Michael P.; Parker, Danny S.
Energy Efficient Florida Educational Facilities: Phase VI. Progress Report: Phase I and II.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Office of Educational Facilities.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Climate Control; Comparative Analysis; *Educational Facilities Improvement; *Energy Management; *Lighting; Middle Schools; Public Schools; *Relocatable Facilities
IDENTIFIERS- Florida; *Retrofitting

A Florida study examined differences in energy uses in two adjacent portable classrooms to determine if these types of facilities can be made more energy efficient through retrofitting. Retrofitting included an efficient lighting system, new air conditioners, and reflective white metal roofs. Data show the white metal roofing reduced roof, decking, and attic temperatures significantly. The newer air conditioning system (Bard 2.5 ton HVAC unit) had a much higher ventilation rate than the old air conditioning unit and achieved energy savings of approximately 45 percent. The T8 lamp-electronic ballast system that replaced the old T12 system provided energy savings of 20 percent with an average increase in brightness of 4 percent. (Contains 7 references and 6 figures.) (GR)

ED 433 686 EF 005 603

Floyd, David B.; Parker, Danny S.; McIlvaine, Janet E. R.; Sherwin, John R.
Energy Efficiency Technology Demonstration Project for Florida Educational Facilities: Occupancy Sensors.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Office of Educational Facilities.
PUB DATE- 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Climate Control; Comparative Analysis; *Educational Facilities Improvement; Electricity; Elementary Education; Elementary Schools; *Energy Management; *Lighting; Public Schools
IDENTIFIERS- Cost Containment; Florida; *Occupancy Sensors

A Florida study replaced conventional light switches with passive infrared or ultrasonic sensing systems to control classroom lighting in an elementary school to determine the performance of such controls in saving energy. A before-and-after monitoring protocol was used for 33 classrooms and 7 offices in which electrical demand data were collected. Data comparing pre- and post-retrofit periods show sensors achieved an average of 10 percent savings with greater reductions to total energy due to reduced load on the air conditioning system. It is noted that the school already had considerable energy efficient use of lighting with a T8 system, so the benefits are considered to be the minimum a facility can expect to achieve through sensor use. Including costs of installation and commissioning, the payback of the occupancy sensor retrofit was 5 years with a 21 percent simple rate of return from the investment. An appendix provides an overview of occupancy sensor technology. (Contains item writing apprehension questionnaire on the first and last days of the semester. The instrument assessed students' enjoyment of writing, self-perceptions of ability, attitudes toward evaluation, and willingness to show their work to others. Based on the first administration of the questionnaire, students were placed in peer editing groups that were high-apprehensive, low-apprehensive, mixed-apprehensive, or control (moderate-apprehensive). Comparison of pre-semester and post-semester writing apprehension scores and final course grades revealed that while most groups' apprehension levels dropped, the low-apprehensive students' apprehension rose. The mixed-apprehensive group attained the largest apprehension level decline. The high-apprehensive group's apprehension level also declined significantly. Further study of this issue is recommended. (MSE)

ED 433 707 FL 025 957

Powell, Mava Jo, Ed.
The Twenty-First LACUS Forum, 1994.
PUB DATE- 95
NOTE- 677p.; Proceedings of the Forum of the Linguistic Association of Canada and the United States (21st, Vancouver, British Columbia, August 1994).
LANGUAGE- English
EDRS Price- MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Alphabets; Bilingualism; Child Language; Computational Linguistics; Contrastive Linguistics; Diachronic Linguistics; Dialects; English; English (Second Language); *Grammar; Idioms; Japanese; Language Acquisition; *Language Patterns; *Language Research; Lexicology; *Linguistic Theory; Morphology (Languages); Phonetics; Phonology; Second Language Learning; Second Languages; Semantics; Sex Differences; Suprasegmentals; Syntax; Translation; Uncommonly Taught Languages; Verbs; Vocabulary Development; Vowels
IDENTIFIERS- Breton; French (Acadian); Neologism; Othello

Fifty-three papers on linguistic theory and language research, including a number of prize-winning essays, address these topics: aspects of discourse analysis; bilingualism; Chinese modal verbs; early bilingual speech; linguistic metatheory; music and accent discrepancy; diphthongs; hiatus; vowel patterns; suprasegmentals; neologisms; aspects of morphology and syntax; clause structure; word compounding; idiomatic expressions; semantic and pragmatic meaning; interpersonal communication; aspects of graphemics; computational linguistics and translation; second language learning; topics in dialectology; historical studies; comparative studies; and language evolution. Languages studied include Japanese, English, Chinese, Hottentot, Spanish, Bulgarian, Korean, Taiwanese, French, Breton, Korean, Arabic, Chinantec, Greek, and Portuguese-based creoles. Selected papers include: (1) "On Distinguishing Theme and Topic" (Brend); (2) "Possible Sources of Participant Nominalizers: Implications for Typology" (Spruiell); (3) "Bimodal Communication: What Is It, and Why Study It?" (Messing); (4) "The Use of Japanese Topics in Bilingual Discourse in Japanese and English" (Nishimura); (5) "On the Properties of Chinese Modal Verbs" (Huang); (6) "Another View of Early Bilingual Speech" (Quay); (7) "Guillaume: A Meaning-Based Approach" (Hirtle); (8) "Music and Accent Discrepancy" (Griffen); (9) "Neologisms in Acadian-French Fishing Terminology: An Analogical Syntax Analysis" (Babitch); (10) "The Processes and Effects of Compounding" (Collins); (11) "The Alphabetic Rebus" (Campagna); (12)

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *College Instruction; Communicative Competence (Languages); Dictionaries; Feedback; Graduate Students; Higher Education; Introductory Courses; Language Teachers; *Second Language Instruction; Teacher Education; *Teaching Assistants; *Writing Evaluation; Writing Exercises; *Writing Instruction

An instructional module designed to help prepare college-level teaching assistants (TAs) for their duties in second language instruction is presented. The module's focus is on second language writing instruction. It first considers the role that writing plays in the teacher's life and the lives of the students, the teacher's attitudes toward writing and its teaching, and the purpose of learning to write in a foreign language. It then looks at various writing tasks and how they might be integrated into a beginning-level, communicatively-based foreign language course. Finally, it examines different systems for evaluating students' written work, and some of the effects evaluation can have on subsequent foreign language writing. It is anticipated that upon completion of the module, the TA will be able to (1) justify a multifaceted, communicative approach to writing during the early stages of second language learning, (2) evaluate the design of a writing task for beginning-level language learners, and (3) determine which evaluation criteria are most appropriate for specific types of writing tasks and learners. Contains 41 references. (MSE)

ED 433 726 FL 025 983

Lange, Dale L.
The Teaching of Culture in Foreign Language Courses.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 35p.; In its: Out of Class Learning Experiences and Students' Perceptions of Their Impact on English Conversation Skills; see FL 025 966.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *College Instruction; *Cultural Awareness; *Cultural Education; Curriculum Design; Educational Objectives; Educational Trends; Elementary Secondary Education; Graduate Students; Higher Education; Interdisciplinary Approach; *Language Teachers; *Second Language Instruction; Student Evaluation; Teacher Education; *Teaching Assistants; Textbook Content

An instructional module designed to help prepare college-level teaching assistants (TAs) for their duties in second language instruction is presented. The module's purpose is to broaden the concept of culture in language teaching beyond the focus traditionally found in college and university foreign language departments, using a behavioral and social science approach and accommodating two trends in second language learning and teaching: the inclusion of culture content in the new national standards for K-12 foreign language teaching, and the restructuring of college language programs to meet the interests of students who seek to use a second language in wider, interdisciplinary contexts. Sections address these topics: the definition of culture; different approaches to philosophy; science (chemistry, biology, environmental science); social science (history, geography, political science, government, international relations, public affairs, statistics); and teacher education. Reports of applications briefly describe the institution and classroom setting, explain the instructional strategy used, and provide contact information. (Some articles contain references.) (DB)

ED 433 746 HE 032 278

Citizens' Commission on the Future of Oklahoma Higher Education. Status Report on Implementation of Recommendations.
PUB DATE- 98
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College administration; Demography; Economic Factors; Financial Support; Futures (of Society); Higher Education; *Long Range Planning; *Public Policy; State Colleges; State Universities; Strategic Planning; Technology
IDENTIFIERS- *Oklahoma

This document reports on the status of recommendations of the Citizen's Commission on the Future of Oklahoma Higher Education in two sections - one on implementation of recommendations and one on institutional impact. In Section 1, each recommendation is followed by a listing of specific state level implementation achievements. The 44 recommendations are divided into five topical areas including: technology (13 recommendations), demographic change/markets (5 recommendations), economic development/workforce (11 recommendations), funding (8 recommendations, and administration and management (7 recommendations). Section 2 lists implementation efforts and accomplishments related to each of the five topical areas for specific Oklahoma colleges and institutions. (DB)

ED 433 747 HE 032 297

Micceri, Ted; Wajeeh, Emad
Evidence Supporting a University Experience Course's Efficacy at a Metropolitan University, and Associated Effective Processes. AIR 1999 Annual Forum Paper.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Academic Persistence; *College Freshmen; Dropout Prevention; Grade Point Average; Higher Education; *Instructional Effectiveness; *School Orientation; *Seminars; State Universities; *Student Adjustment
IDENTIFIERS- *AIR Forum; *Freshman Orientation; University of South Florida

Two studies evaluated outcomes of a University Experience (freshman seminar) course to ease the transition to college and enhance student retention at the University of South Florida. In the first study, course evaluations of "typical" USF students (N=540) who completed the course in fall 1998 were overwhelmingly positive in support of the course's usefulness and helpfulness. In the second study, six matched groups of first time in college (FTIC) students from 1990 to 1995 cohorts

ED 433 766 HE 032 316

Griffith, Ross A.; Gu, Yihong; Brown, David G.
Assessment of the Impact of Ubiquitous Computing. AIR 1999 Annual Forum Paper.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; College Faculty; *Computer Uses in Education; Higher Education; Institutional Research; Program Implementation; Teacher Attitudes; Use Studies
IDENTIFIERS- *AIR Forum

This paper describes implementation of one private university's strategic plan which includes provision of laptop computers to all entering freshmen and faculty since fall 1996. The background and context of the development of this plan is summarized, as are the 10 assessment instruments, both standard and in-house, being used to measure the effectiveness of the entire plan. The computing component has involved hiring of 17 academic computer specialists to provide faculty support, revamping the school's Information Systems Support Center, and establishment by faculty of a special initiative to develop effective uses of computers in instruction. Preliminary evaluation findings indicate: significantly higher usage of computers by students, significantly higher computer skills among faculty, and improved attitudes toward computers. Among academic outcomes, there is evidence that the computing initiative has had a positive impact with the retention rate of first-year students higher than in the past. However, in non-computer areas, there was some evidence that the initiative might have impacted students so that they may be less rounded than previous students. (Contains 11 references.) (DB)

ED 433 767 HE 032 317

McLure, Gail T.; Rao, A. M. Srikanta; Lester, William L.
Comparing Student Perceptions of General Education and Personal Growth Outcomes at HBCU and Non-HBCU Institutions. AIR 1999 Annual Forum Paper.
PUB DATE- 99
NOTE- 41p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Colleges; College Outcomes Assessment; *College Students; Higher Education; Individual Development; *Student Attitudes; *Student Development; Values
IDENTIFIERS- *AIR Forum

This study compared attitudes toward general education and personal growth of 3,410 students attending nine historically black colleges or universities (HBCUs) and 42,535 students attending 91 non-HBCUs. Data were retrieved from the most recent national user norm files for the College Outcomes Survey (COS). Analyses included percentages, factor analysis, item means, and factor means to describe results. Results indicated that students attending HBCUs tend to have more positive group and to implement annual workshops on compensation and classification. Letters used to solicit focus group participants and the focus group question protocol are appended. (Contains 11 references.) (DB)

ED 433 786 HE 032 336

Fenske, Robert H.; Porter, John D.; DuBrock, Caryl P.
Analyzing Student Aid Packaging To Improve Low-Income and Minority Student Access, Retention and Degree Completion. AIR 1999 Annual Forum Paper.
SPONS. AGENCY- Association for Institutional Research.
PUB DATE- 99
NOTE- 26p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; Access to Education; Dropout Prevention; Females; Higher Education; *Low Income Groups; Majors (Students); *Minority Groups; *Need Analysis (Student Financial Aid); School Holding Power; *Student Financial Aid; *Student Recruitment
IDENTIFIERS- *AIR Forum

This study examined the persistence of and financial aid to needy students, underrepresented minority students, and women students, especially those majoring in science, engineering, and mathematics at a large public research university. An institutional student tracking and student financial aid database was used to follow four freshmen cohorts (n=7,164) from 1989-90 through 1996-97. Findings indicated lower departure rates for students in science, engineering, and mathematics than for their counterparts in nonscientific fields. However, science majors also spent more years enrolled and graduated at slower rates than did nonscientific majors. White, Asian, and female students in science, engineering, and mathematics graduated at faster rates and were less likely to leave the institution than were underrepresented minorities and needy students. Underrepresented minorities in all majors were more likely to receive financial aid packages that combined both gift and self-help than nonminorities. Significant differences in re-enrollment by type of aid package received were observed in the first two years, with "gift aid only" packages associated with greater retention. An increasing trend identified in financial aid packaging for non-needy students was toward increasing the gift-aid dollars for the first two years with more borrowing in later years. (Contains 35 references.) (DB)

ED 433 787 HE 032 337

Antley, Huey W.
The Development of a Predictive Model for One-Year Freshman Retention Rate: A Macro-Approach. AIR 1999 Annual Forum Paper.
PUB DATE- 99
NOTE- 28p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

addresses are included for materials not readily available through a library or bookstore. Books, free and inexpensive materials, periodicals, and World Wide Web sites are listed. Entries are organized into the following subject areas: accessibility; aging; assistive technology; biography; blindness and visual impairments; Braille; children with disabilities; consumer information; deaf-blindness; deafness and hearing impairment; diabetes; disabilities and chronic illness; disabilities in media and literature; education; employment and rehabilitation; learning disabilities; libraries and library services; low vision; materials in special media; sports and recreation; talking-book program; travel and transportation; and women and disability. (AEF)

ED 433 805 IR 057 435

McNulty, Tom, Ed.
Accessible Libraries on Campus: A Practical Guide for the Creation of Disability-Friendly Libraries.
SPONS. AGENCY- American Library Association, Chicago, IL. Association of College and Research Libraries.
PUB DATE- 99
NOTE- 191p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Libraries; *Access to Information; *Accessibility (for Disabled); *Disabilities; Higher Education; Information Technology; Library Facilities; *Library Services; Library Surveys; Resource Materials; Training; *User Needs (Information); Users (Information)

This guide addresses issues related to academic library services to people with disabilities. The following chapters are included: (1) "Disability in Higher Education: An Overview" (Tom McNulty); (2) "Wayfinding in Libraries: The Importance of Universal Appeal and Universal Access" (Susan Gilbert Beck); (3) "Accessible Text Formats: From RFB&D Recording for the Blind and Dyslexic to In-House Production" (Steve Noble); (4) "Access Systems for Blind and Partially Sighted PC Users: An Overview" (Dawn M. Suvino and Janice O'Connor); (5) "Services for Patrons with Hearing Loss or Deafness: New Technologies/New Attitudes" (Susan Gilbert Beck); (6) "Accommodating the Hand-Disabled Library User" (Greg Shaw); (7) "Creating a Web for All: Access for Blind and Visually Impaired Users" (Judith M. Dixon); (8) "Making a Web Page More Accessible with Bobby: A Case Study of NYU's Bobst Library" (Tom McNulty and Eric Stedfeld); and (9) "Training Professional and Support Staff Members" (Courtney Deines-Jones). Appendices include profiles of noteworthy access programs and projects, "Planning for Service: A model Survey for Academic Libraries" (Janet M. Bedney) for librarians who want to assess users' needs and expectations, and a Directory of Resources (Nicole McKay, Comp.). (MES)

ED 433 806 IR 057 436

Library Terminology: A Guide for International Students.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English

working from the reference desk for a significant period of time each day; they wanted time away from the desk to undertake other duties, including to prepare and deliver information literacy classes and to develop and maintain electronic resources for the library's World Wide Web site. The project followed a four-stage approach that included: (1) developing a plan of action; (2) acting to implement the plan; (3) observing the effects of the action; and (4) reflecting on these effects as a basis for further planning. The changes in the delivery of reference services had far-reaching consequences for the provision of client services and led to the development of a three-tiered level of service that included self help, inquiry, and reference services. (MES)

ED 433 824 IR 057 454

Gerryts, Egbert; Pienaar, Heila
A Key to the New Library.
PUB DATE- 99
NOTE- 29p.; In: The Future of Libraries in Human Communication: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Chania, Greece, May 17-21, 1999) Volume 19; see IR 057 443.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Access to Information; Change Strategies; Foreign Countries; Futures (of Society); Higher Education; Information Management; Library Administration; *Library Development; *Library Planning; Library Role; Library Services; *Organizational Change; *Strategic Planning

This paper discusses finding the key to a new library in order to ensure its future, stressing the importance of alignment between strategy and people. The first section addresses management philosophy for renewal, including replacing the inflexible hierarchical pyramidal structure by a network organization with a service and competency management orientation, designing an outcome and competency-based compensation system, and creating teams with full client-directed process ownership. Construction of a strategic framework that focuses on the idea of a virtual information service is considered in the second section. The next section describes a three-year picture for the new library. Translating this three-year picture to a renewal plan with well-defined objectives and outcomes is considered in the fourth section, including the importance of strategic intention, social dimension, and task dimension. The fifth section discusses the use of a balanced scorecard for translating strategy into action in managing a renewal plan for the library; four strategic indicators are described--a business or financial perspective, a client or customer perspective, internal business or work processes, and learning and growth. (Contains 11 figures.) (MES)

ED 433 825 IR 057 455

Katsirikou, Anthi
The Innovation in Every Day Life of Libraries.
PUB DATE- 99
NOTE- 8p.; In: The Future of Libraries in Human Communication: Abstracts and Fulltext Documents of Papers and Demos Given at

Williamson, Vicki
Innovation and Change in Professional Practice: Meaning To Change and Changing the Meaning.
PUB DATE- 99
NOTE- 9p.; In: The Future of Libraries in Human Communication: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Chania, Greece, May 17-21, 1999) Volume 19; see IR 057 443.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Educational Theories; Foreign Countries; Higher Education; Innovation; *Library Development; Library Science; Professional Personnel; Universities
IDENTIFIERS- Australia

This paper focuses on innovation and the change triggered by the introduction of new approaches to planned change in professional practice. It presents a range of ideas and theories about innovation and change and speculates about how new approaches get introduced and become accepted into professional practice. The paper concludes by focusing on the nature and characteristics of change (need, clarity, complexity, adaptability) and some theories that might provide for better understanding and management of change, both within the context of individual libraries and across university libraries generally. While somewhat theoretical, the ideas presented come directly from educational theories that are being applied to case-study research underway in Australian university libraries. (Contains 19 references.) (AEF)

ED 433 844 IR 057 474

Wolpert, Ann J.
Marketing Strategies: Lessons for Libraries from Commercial Brand Management.
PUB DATE- 99
NOTE- 9p.; In: The Future of Libraries in Human Communication: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Chania, Greece, May 17-21, 1999) Volume 19; see IR 057 443.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Higher Education; Information Industry; Information Technology; Library Development; Library Services; *Research Libraries; World Wide Web
IDENTIFIERS- Brand Awareness; Market Research; Market Value

This paper first argues that the World Wide Web at its best, has been able only to imitate the resources and services of an exemplary research library. It then goes on to examine how academic research libraries can take advantage of their brand identity as market leaders in the information business. The basic concept of brands and branding strategies in the commercial sector is explained, followed by implications for the academic research library. Characteristics of strong brands are then described, focusing on three elements: quality, attitude, and image. Specific advantages of brand equity for research libraries are outlined and the importance of having an explicit brand plan for managing information products and program. Regarding Total Student Body, for the second year in a row, enrollment increased slightly to 3,963 (29 more students than fall 1996), student credit hours decreased by 118 to 38,188, part-time student enrollment increased slightly, and the number of full-time and full-time equivalent students has stabilized. The Degree-Seeking Students section states that there are fewer degree-seeking freshmen. Area Vocational School experienced enrollment growth in both high school- and college-level programs. The Standardized Testing section reports that average ACT scores for freshman dropped slightly to 19.5, although this average is as high or higher than public two-year institutions in Missouri. Also, Jefferson students score as high or higher than peers on ASSET testing, the CAAP test, and the CBASE. With regard to Student Outcomes, seventeen percent of students earn a certificate or associate's degree, or complete a program each year. In fall 1996, 311 Jefferson students transferred to other Missouri institutions. In 1996, ninety-seven percent of vocational-technical graduates were employed 180 days after graduation. Enrollment statistics for Jefferson College at Arnold are offered in this final section, stating that approximately 40% of the college's student body enrolled in course work there. (Contains 29 tables and 16 figures.) (RDG)

ED 433 864 JC 990 573

Jefferson College Fall 1998 Factbook. Volume I: Student Characteristics.
PUB DATE- 98
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Annual Reports; *Community Colleges; *Enrollment; Job Placement; Standardized Tests; *Student Characteristics; Student Records; Tables (Data); Transfer Rates (College); *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Jefferson College MO

This fall 1998 report describes student characteristics, enrollment, test scores, and outcomes at Jefferson College, Missouri. Statistics are grouped into seven sections. In the Admissions area, nearly sixty-nine percent of students graduated from an in-county high school or General Equivalency Diploma (GED) program. Regarding Total Student Body, for the third year in a row, enrollment increased slightly to 3,976 (13 students over last year), student credit hours increased by 452 to 38,640 total, part-time student enrollment decreased slightly, the number of full-time students increased slightly, and the number of full-time equivalent students has stabilized. The Degree-Seeking Students section states that 661 more of these students enrolled than in 1997. Area Vocational School experienced enrollment growth in both high school- and college-level programs. The Standardized Testing section reports that average ACT scores are about one point lower than national averages, and freshmen scored at or above other two-year college freshmen on the Asset course placement test and the CAAP test. With regard to Student Outcomes, fifteen percent of students earn a certificate or associate's degree, or complete a program each year. In fall 1998, 1,186 students who began their education at Jefferson were enrolled in other Missouri public institutions. In 1997, ninety-seven percent of vocational-technical graduates were employed 180 days after graduation. Enrollment statistics for Jefferson College at

Hobart, Barry
Globalisation and Its Impact on VET. Review of Research.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 99
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Change Strategies; Curriculum Development; *Economic Change; *Educational Change; *Educational Needs; Educational Objectives; Employment Patterns; Employment Qualifications; Foreign Countries; Influences; Information Technology; International Trade; Literature Reviews; Manufacturing Industry; *Needs Assessment; Postsecondary Education; Secondary Education; Staff Development; Tables (Data); *Vocational Education
IDENTIFIERS- *Australia; *Global Economy; Impact Studies

The impact of globalization on vocational education and training (VET) in Australia was examined through a literature review. Special attention was paid to the following topics: the growing export orientation in Australian industry (industrial growth in Australia's economy, growth in Australian exports, "knowledge intensity" in the manufacturing sector, exports and their impact on employment, significance of foreign direct investment, impact of Australian firms investing abroad, Australia's need for investment); debates about globalization (globalization and distribution of wealth, employment, and change; International Forum on Globalisation; potential benefits of globalization; ideology and globalization; foreign investment and innovation); and implications of globalization for VET (communication evolution and information-based economies; implications of information technology for VET; internationalization of the curriculum; knowledge, skills, and attitudes required by globalization; staff development to address internationalization). Key study findings include the following: VET must contribute constructively to the debate regarding globalization's positive and negative aspects; VET must accommodate the global context in which the world of work now operates; VET must increase its flexibility and development goals and implement strategies that fulfill its clients' needs; and VET teachers/trainers need initial and recurrent professional development to equip them to perform successfully within the global context. (Contains 145 references and 10 tables.) (MN)

ED 433 422 CE 079 094

Moy, Janelle
The Impact of Generic Competencies on Workplace Performance. Review of Research.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 99
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Basic Skills; *Competence; Competency Based Education; *Education Work Relationship; Educational Needs; Employer Attitudes; *Employment Qualifications; Foreign Countries; Internet; Job Performance; Job Skills; Literature Reviews; Postsecondary Education; Secondary Education; Synthesis; *Transfer of Training; *Vocational Education
IDENTIFIERS- *Australia; Impact Studies

This book offers suggestions for developing well-planned and effective computer-mediated distance learning. Part 1 lays the foundation for a distance education framework. Chapter 1 explores issues involved in teaching and learning when learning moves into the online environment. Chapter 2 looks at the essence of the framework--the importance of building community in the online environment--and differentiates a model of pedagogy that leads to success in the electronic classroom from a traditional model of pedagogy. Chapter 3 explores key issues needing attention in the electronic classroom. Chapters 4-5 address more concrete issues of time, group size, and technology as they pertain to online teaching. Part 2 is an experiential guide to creating an electronic learning community leading to effective distance learning. Chapter 6 shows how to make the conversion from the traditional classroom to cyberspace. Chapter 7 offers suggestions on the following activities: creating a syllabus, setting objectives and learning outcomes, negotiating guidelines, setting up the course site online, gaining participation and student buy-in, and accounting for presence in the online classroom. Chapter 8 offers techniques to stimulate collaborative learning. Chapter 9 explores incorporating transformative learning into the context of the online course. Chapter 10 focuses on evaluating results. Chapter 11 reviews keys to successful online learning. (The book contains 106 references. Appendixes include sample course syllabi, a glossary of computer-mediated distance education terms, Internet resources for distance education, and an index.) (YLB)

ED 433 440   CE 079 118

Connick, George P., Ed.
The Distance Learner's Guide. Western Cooperative for Educational Telecommunications.
PUB DATE- 99
NOTE- 192p.; Related material available at Web site:
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Career Choice; Career Education; Career Exploration; *Career Planning; *College Choice; Computer Mediated Communication; *Distance Education; *Education Work Relationship; Educational Needs; Higher Education; Learning Strategies; Needs Assessment; *Student Educational Objectives

This guide is designed to provide students with a broad understanding of distance learning and to advise them on the issues that are key to their success as distance learners. Its four sections represent the stages that students pass through as they access distance learning opportunities. Chapter 1 introduces distance learning and discusses new terms and concepts at the core of the distance learning experience. Chapters 2-4 focus on the academic issues essential to distance learners' success: how to choose the institution that best fits one's personal needs, how to ensure that one has the appropriate computer support, and how to access library and other learning resources. Chapters 5-6 cover student support issues extremely important to the success of every distance learner. Chapter 5 identifies those areas related to self that can serve as barriers to successful distance learning and lists questions to be used as tools to help make decisions about priorities, learning needs, and personal health and wellness. Chapter 6 teaches specific learning techniques. Chapter 7, on

Castleton, Geraldine; Ovens, Carolyn; Ralston, Deborah
Understanding Work and Literacy: (E)merging Discourses at Work. Research into Practice Series Number 7.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Change Strategies; *Education Work Relationship; Educational Change; *Educational Environment; Educational Legislation; Educational Needs; Educational Policy; Educational Practices; Educational Trends; Foreign Countries; Labor Legislation; *Literacy Education; Needs Assessment; Policy Formation; Position Papers; Skill Development; Strategic Planning; Trend Analysis; Work Environment; *Workplace Literacy
IDENTIFIERS- *Australia

The nature and effects of current common understandings of the relationship between work and literacy were examined along with the typical design and objectives of workplace literacy programs for members of Australia's work force. Special attention was paid to the following topics: changing demands of work and literacy at work; discourses of literacy at work as skill; new ways of work and new worker identities; effects of new discourses of and at work; current understandings of workplace literacy training; potential futures for workplace literacy training; workplaces as "communities of practice"; opportunities for authentic workplace literacy provision; and mechanisms to access workplaces to promote literacy. It was concluded that, in addition to recognizing the opportunities existing legislation provides for the marketing and development of appropriate workplace literacy training, those involved in the field of workplace literacy must acknowledge the shelf life of legislation and the need for active promotion of continuing legislation that works for the benefit of all workplace participants. It was further concluded that the fluid political situation within which workplace literacy training occurs and its contingency on factors extending beyond traditional and emerging educational contexts and concerns must also be acknowledged. (Contains 41 references.) (MN)

ED 433 459 CE 079 144

Bottomley, John
Widening Participation in Adult Community Education (ACE). Strategies for Using the Strength Inherent in the Cultural Diversity of Communities and Individuals.
PUB DATE- 98
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Adult Programs; *Adult Students; *Community Education; Cultural Pluralism; Decision Making; Diversity (Student); Educational Practices; Educational Strategies; English (Second Language); Ethnic Groups; Foreign Countries; Innovation; Literacy Education; Minority Groups; Models; Neighborhoods; *Non English Speaking; Outreach Programs; Pilot Projects; Program Descriptions; Program Development; Program Evaluation; *Strategic Planning; *Student Recruitment; Womens Education
IDENTIFIERS- *Australia

This document presents information concerning a project to

IDENTIFIERS- *Universal Declaration of Human Rights

This reference work documents the history of human rights theory, explains each article of the Universal Declaration of Human Rights, explores the contemporary human rights movement, and examines the major human rights issues facing the world today. This book is the first to combine historical and contemporary perspectives on these critical issues. The book is organized into four distinct parts. Part 1 traces the evolution of our modern concept of human rights from the classical world to the 1948 adoption of the Universal Declaration of Human Rights, the document that defines our modern understanding of human rights. Part 2 provides a detailed explanation of all 30 articles of the Universal Declaration. Part 3 offers an overview of the post-1948 human rights movement and its key players, including descriptions of United Nations governmental and nongovernmental organizations throughout the world and biographical sketches of individuals who have had a significant impact on the human rights movement. Part 4 outlines the major problems and issues confronting the human rights movement of today. This book also includes segments on the right to education, the universal right to free education, educational reforms, gender role stereotypes and education, and the limited educational opportunities of women. Appendix 1 is a time line that highlights the history of human rights. Appendix 2 contains eight United Nations documents. (Contains 46 references.) (GCP)

ED 433 478 CG 029 341

Lavin, Paul; Park, Cynthia
Despair Turned into Rage: Understanding and Helping Abused, Neglected, and Abandoned Youth.
PUB DATE- 99
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Antisocial Behavior; *Child Abuse; *Child Neglect; *Crisis Intervention; Depression (Psychology); Foster Children; Parent Child Relationship; *Parent Role; Violence; Youth; *Youth Problems
IDENTIFIERS- Abandoned Children

This book examines why so many young people in foster care appear angry and show disrespect toward authority. Such antisocial behavior has its roots in the despair that children feel when they are abused, neglected, or abandoned by their parents or other caregivers. The book emphasizes and focuses upon the early recognition and treatment of this depression, highlighting those interventions most likely to be effective in helping abused, neglected and abandoned youth. The methods discussed are specifically chosen because they are not only empirically based but also practical. Actual case material and relevant examples are incorporated throughout the text to assist a broad range of child care workers and lay volunteers. Interviewing techniques are described, as well as three intervention strategies: the Three Wishes, Living Alone on an Island, and Sentence Completion. (Contains 14 references.) (GCP)

ED 433 479 CG 029 343

Dutton, J. Christian
An Investigation of Adolescent Knowledge of the Grief Process.

University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Class Activities; Grade 1; Grade 2; *Instructional Effectiveness; Primary Education; *Reading Improvement; *Reading Instruction; Reading Research
IDENTIFIERS- *Reading Fluency

This report describes a program for improving students' reading fluency in order to become more proficient readers. The targeted population consists of first and second grade students in a growing middle class community located in the Midwest. The lack of fluent reading was documented through teacher observation and the calculation of how many words could be read correctly per minute. Analysis of probable cause data revealed that teaching reading fluency is a neglected aspect of reading instruction. A clear and comprehensive definition of fluency is needed in order for teachers to adequately understand its importance in reading instruction. Support is needed by teachers to facilitate fluency instruction in teacher education programs and literature and basal reading series. Reviews of curricula content and instructional strategies revealed a curricular overemphasis on word to word reading and exact word matching which inhibits the development of reading fluency. A review of solution strategies suggested by knowledgeable others, combined with analysis of the problem setting, resulted in the selection of instructional interventions. The students were engaged in repeated reading of text, auditory modeling, supported reading techniques, and direct instruction of reading fluency. A comparison of pretest and posttest results showed that the students improved their oral reading fluency. Students improved words read correctly per minute and fluent reading skills according to a fluency rating system. The teacher-researcher strongly recommends the use of instructional strategies to encourage the development of reading fluency in primary students. Contains 16 references, 1 figure and 2 tables of data. Appendixes contain pre- and posttest reading passages, Aulls fluency rating system, and student interview questions. (Author/SR)

ED 433 499 CS 013 702

Crow, Rebecca E.; Hoops, Susan Marie; Williams, Jennifer L.
Improving Students' Reading Achievement through the Use of Self-Esteem Lessons.
PUB DATE- 99
NOTE- 94p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; *Instructional Effectiveness; Primary Education; *Reading Achievement; *Reading Improvement; Reading Research; *Self Esteem

This report discusses a program to increase student self-esteem in order to improve student reading achievement. The targeted population consisted of students in grades first, second, and third. The study took place in the northwestern suburbs of a large metropolitan area in Illinois. The problems of low self-esteem and low reading achievement were documented through data revealing student reading attitudes and self-concepts through parent surveys, student questionnaires, student records, student journal entries, teacher checklists, anecdotal records

Defense Dependent Overseas Schools, and the Virgin Islands, see CS 216 851-890.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 8; Junior High Schools; *National Competency Tests; Public Schools; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results; *Writing Achievement; Writing Research
IDENTIFIERS- *Delaware; National Assessment of Educational Progress; State Writing ASsessments

In 1998 for the first time, the NAEP (National Assessment of Educational Progress) administered a writing assessment at the state level. This report describes the writing achievement of Delaware eighth-grade students and compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments). In Delaware, 2119 students from 30 public schools were assessed. The writing assessment questions asked for three major kinds of writing: some required narrative, some informative, and some persuasive writing. Each student who participated in the state assessment was given two questions and had 25 minutes to respond to each question. The questions asked students to write in a variety of forms, such as essays, letters, stories, as well as to a variety of audiences, such as teachers, other students, and school boards. The distribution of writing results and writing achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' educational level, free/reduced-price lunch program eligibility, and type of location). The average writing proficiency of eighth-grade public school students in Delaware on the NAEP writing scale was 144 compared to 148 nationwide. (RS)

ED 433 516 CS 216 858

Jerry, Laura J.; Ballator, Nada
NAEP 1998 Writing State Report for Florida.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 46p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 216 850. For highlights of the full report, see CS 216 849. For the 40 separate reports for 36 states, the District of Columbia, Department of Defense Dependent Domestic Schools, Department of Defense Dependent Overseas Schools, and the Virgin Islands, see CS 216 851-890.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 8; Junior High Schools; *National Competency Tests; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results; *Writing Achievement; Writing Research
IDENTIFIERS- *Florida; National Assessment of Educational Progress; State Writing Assessments

In 1998 for the first time, the NAEP (National Assessment of Educational Progress) administered a writing assessment at the state level. This report describes the writing achievement of Florida eighth-grade students and compares their overall performance to students in the Southeast region of the United state level. This report describes the writing achievement of North Carolina eighth-grade students and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). In North Carolina, 2669 students from 104 public schools and 248 students from 8 nonpublic schools were assessed. The writing assessment questions asked for three major kinds of writing: some required narrative, some informative, and some persuasive writing. Each student who participated in the state assessment was given two questions and had 25 minutes to respond to each question. The questions asked students to write in a variety of forms, such as essays, letters, stories, as well as to a variety of audiences, such as teachers, other students, and school boards. The distribution of writing results and writing achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' educational level, free/reduced-price lunch program eligibility, and type of location). The average writing proficiency of eighth-grade public school students in North Carolina on the NAEP writing scale was 150 compared to 148 nationwide. (RS)

ED 433 533   CS 216 875

Jerry, Laura J.; Ballator, Nada
NAEP 1998 Writing State Report for Oklahoma.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 44p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 216 850. For highlights of the full report, see CS 216 849. For the 40 separate reports for 36 states, the District of Columbia, Department of Defense Dependent Domestic Schools, Department of Defense Dependent Overseas Schools, and the Virgin Islands, see CS 216 851-890.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 8; Junior High Schools; *National Competency Tests; Public Schools; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results; *Writing Achievement; Writing Research
IDENTIFIERS- National Assessment of Educational Progress; *Oklahoma; State Writing Assessments

In 1998 for the first time, the NAEP (National Assessment of Educational Progress) administered a writing assessment at the state level. This report describes the writing achievement of Oklahoma eighth-grade students and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments). In Oklahoma, 2258 students from 101 public schools were assessed. The writing assessment questions asked for three major kinds of writing: some required narrative, some informative, and some persuasive writing. Each student who participated in the state assessment was given two questions and had 25 minutes to respond to each question. The questions asked students to write in a variety of forms, such as essays, letters, stories, as well as to a variety of audiences, such as teachers, other students, and school boards. The distribution of writing results and writing achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' educational development and student self-perception of achievement were documented through surveys, reading inventories, and student writing samples. The results of a standardized reading test revealed that a large portion of the students in the targeted classrooms lacked skills related to poor language development in the area of reading comprehension. In addition to poor language development, self-perception surveys in the areas of reading and writing revealed that a significant portion of the students in the targeted classes had an inaccurate self-perception of their achievement in the areas of reading and writing. A review of solution strategies found in current research and educational literature, combined with an analysis of the problem setting, resulted in the selection of the major components of the intervention: implementation of Power Writing, opportunities for self-selected reading, opportunities for journal writing and reflective journaling, and the use of multiple intelligence practices to reach students of different learning styles. Post-intervention data indicated an increase in reading achievement standardized test scores; an increased understanding of the structure of written paragraphs; and more accurate self-perceptions in the areas of reading and writing. Contains 64 references, 20 figures, and 4 tables of data. Appendixes contain parent and student surveys, reader and writer self-perception measures, sample writing prompts, reading log sheets, writing worksheets, a writing rubric, and data tables. (Author/SR)

ED 433 550   CS 216 896

Knezovich, Linda; Tierney, Vera; Wright, Maureen
Vocabulary Enrichment Program for the Fifth and Sixth Grades.
PUB DATE- 99
NOTE- 45p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Class Activities; Context Clues; Grade 5; Grade 6; *Instructional Effectiveness; Middle Schools; *Vocabulary; *Vocabulary Development; Vocabulary Skills

This report describes a program for improving student vocabulary skills. The targeted population was fifth and sixth grade students in two growing middle class communities located north of a large midwestern city. The problem of low vocabulary skills was documented through observation of student reading and writings, teacher surveys, classroom tests, and achievement test scores. Analysis of probable cause data indicated that there was a decline in reading, a lack of motivation, and a lack of taught and implemented strategies. Review of research literature suggested there was a direct correlation between reading and vocabulary growth. Site observations indicated a decline in vocabulary acquisitions and transfer. A review of solution strategies suggested by both researchers and an analysis of the problem setting resulted in the development of a program for improving vocabulary knowledge. This program involved teaching strategies such as guess and adjust, the use of context clues, and the extension of a home reading program. Post intervention data indicated improvement in vocabulary skills including context clue usage and vocabulary post tests. Students also demonstrated an increased use of independent vocabulary strategies. It should be noted that the anticipated increase in voluntary transfer of new vocabulary to writing did not occur. Students usually failed to transfer new vocabulary

DESCRIPTORS- Activism; Advertising; Foreign Policy; Higher Education; Journalism Education; *Journalism History; Presidents of the United States; Race; Radio; Sex; *Television Viewing; Violence

IDENTIFIERS- African Americans; Black Press; *Editorial Cartoons; Life Magazine; Louisiana (New Orleans); *Media Coverage; USSR; Wolves

The History section of the Proceedings contains the following 13 papers: "The Big, Not-So-Bad, Wolf: Cultivating a New Media Image" (Richard Gross); "The Forgotten Battles: Congressional Hearings on Television Violence in the 1950s" (Keisha L. Hoerrner); "President Nixon's China Initiative: A Publicly Prepared Surprise" (Zixue Tai); "Passion and Reason: Mississippi Newspaper Writings of the Secession Crisis, 1860-1861" (Nancy McKenzie Dupont); "Ruth Gruber, Arctic Journalist, Carves a Northwest Passage through the Ice of the Red Scare, with Coverage of Alaska and Soviet Russia" (Beverly G. Merrick); "Ambivalent Colleagues of the Kansas Black Press: B. K. Bruce and S. W. Jones, 1890-1898" (Aleen J. Ratzlaff); "The Naked Truth: Gender, Race, and Nudity in 'Life', 1937" (Dolores Flamiano); "Sex Could Sell a Lot of Soap: Popular Formulas of Magazine Advertisements, 1920-1929" (Juliann Sivulka); "What Is a Fish Among Friends? Victorian Editorial Cartoonists Mock a Two Century Old Border Dispute" (David R. Spencer); "Launching the Radio Church, 1921-1940" (Tona J. Hangen); "In Search of African-American Identity: A Comparison of the Early Black Press with the Oral Tradition" (Bill Anderson); "Exotic Americana: The French-Language Magazines of Nineteenth Century New Orleans" (Sam G. Riley); and "Peggy Charren: Bohemian Activist" (Naeemah Clark). (RS)

ED 433 570 CS 510 151

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (82nd, New Orleans, Louisiana, August 3-8, 1999). Qualitative Studies.

PUB DATE- 99

NOTE- 410p.; For other sections of this proceedings, see CS 510 132-153.

LANGUAGE- English

EDRS Price- MF01/PC17 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Advertising; *American Dream; *Broadcast Industry; Disabilities; Editorials; Federal Regulation; Higher Education; Hypermedia; Internet; Journalism Education; Presidents of the United States; Programming (Broadcast); Qualitative Research; *Racial Segregation; *Sex Role

IDENTIFIERS- African Americans; *Black Press; Clinton (Bill); Cultural Studies; Gone with the Wind; *Letters to the Editor; New York Times; Star Trek the Next Generation; Telecommunications Act 1996

The Qualitative Studies section of the Proceedings contains the following 14 papers: "Disabling or Enabling? Reading Bodies, Technologies, and the Borg of Star Trek" (Mia Consalvo); "Inverted Pyramids Versus Hypertexts: A Qualitative Study of Readers' Responses to Competing Narrative Forms" (Robert Huesca, Brenda Dervin, John Burwell, Denise Drake, Ron Nirenberg, Robin Smith, and Nicholas Yeager); "Critical Theories and Cultural Studies in Mass Communication" (Les Switzer, John McNamara, and Michael Ryan); "Source Diversity after the Telecommunications Act of 1996: Media Oligarchs Begin to Colonize Cyberspace" (Jeffrey Layne Blevins); "'Explore Your World': The Strange and Familiar Worlds of Discovery Channel's Nature Programming" (David Pierson); "'Ally McBeal' vs.

and then assessing these accomplishments. Each chapter discusses a particular aspect of successful comprehensive reform and can serve as a resource for understanding the key ingredients needed to bring about comprehensive change. All eight chapters present the results of interviews with education leaders and are organized around eight comprehensive school reform program characteristics. The document discusses how visionary leadership can transform schools and gives tips for bringing the public back to public schools. It shows how to evaluate comprehensive school reform initiatives and highlights some innovative approaches to maximizing resources. The text concludes with strategies for aligning the components of comprehensive school reform with successful strategies. Throughout the booklet, successful programs are positioned as models for future reforms. (RJM)

ED 433 589 EA 029 998

Karlsson, Jenni
Birmingham: A Case Study of the Role of Local Government in the Provision of Schooling.
PUB DATE- 96
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Community Control; Educational Administration; Educational Policy; Elementary Secondary Education; Foreign Countries; Governance; *Government Role; *Government School Relationship; *Local Government
IDENTIFIERS- *England (Birmingham); South Africa

This report describes a British local government's role in the provision of schooling. It identifies the benefits and limitations of that involvement, and draws out the implications for South Africa. The document focuses on the Birmingham City Council, its committees, departments, and services, and their current role in the city's schools. It is based on a case study that drew upon published and unpublished documents, consultations with key people involved with the Birmingham City Council, the Local Education Authority, those who had expertise in the area of local government and/or schooling, observations of meetings among city council members, and six focused interviews with people in positions of responsibility. The report's first section proposes a theoretical framework for investigating the local government in Birmingham and its involvement in schooling. This section considers local government's role within the framework of principles that underpin South Africa's new education policy. The second section contains a brief discussion of Birmingham's local government structure and offers a detailed description of the Education Committee as the governance structure specifically responsible for education decision-making in the city. The third section discusses the role of the City Council and outlines the benefits and limitations of that role. (Contains 65 references. Appendices include data related to Birmingham and its city council.) (RJM)

ED 433 590 EA 029 999

Karlsson, Jenni
Education and Transition: An Annotated Select Bibliography.
PUB DATE- 97
NOTE- 55p.
LANGUAGE- English

trends in education governance are explored, with an emphasis on experiences in Edmonton, Alberta, and Birmingham, England. The report concludes that there is a trend throughout the world toward the devolution of authority in public education. These decentralizing structures include a variety of deregulation strategies, site-based management, open-enrollment initiatives, charter schools and tax credits, tax deductions, and vouchers. (Includes 57 references.) (RJM)

ED 433 609 EA 030 025

Timar, Thomas; Tyack, David
The Invisible Hand of Ideology: Perspectives from the History of School Governance.
PUB DATE- 99
NOTE- 32p.; For related documents, see EA 030 023-024 and EA 030 026-027.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Educational Administration; Educational Change; *Educational History; Educational Philosophy; *Educational Trends; Elementary Secondary Education; *Governance; School Administration; School Policy

This paper examines the history of school governance in the U.S. It discusses four major shifts in education governance that have occurred over the past 150 years, describing how control was firmly anchored in local communities throughout most of the 19th century. By the end of the century, Americans decided that schooling should serve public needs as well as provide private benefits. Local control of education was considered too idiosyncratic, diverse, and unpredictable in its outcome. Urbanization and industrialization of the country resulted in the industrialization of education. Another transformation occurred in the 1950s when social movements led to an education-reform agenda established to enact massive institutional change. Education was then considered a private good, protected by constitutional entitlement. This view was eventually challenged in the 1980s, a period when schools were considered to be in crisis. Educators shed the concept of education for civic virtue and emphasized economic growth, productivity, and efficiency. The article examines anomalies in U.S. education, such as the fact that, although Americans developed the most decentralized system of school governance in the world, American schools are more alike than different. (Contains 47 references.) (RJM)

ED 433 610 EA 030 026

Gibson, Cristina
Emerging Strategies for Private-Sector Governance.
PUB DATE- 99
NOTE- 57p.; For related documents, see EA 030 023-025 and EA 030 027.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Administration; Educational Change; *Educational Trends; Elementary Secondary Education; *Governance; *Private Sector; School Administration; School Policy

This report delineates five governance strategies in U.S. corporations that have emerged over the last 20 years: (1)

purposes of the BPFT are presented. Also described in the second chapter is a personalized approach to physical fitness testing. The third chapter presents recommendations on using the BPFT along with three alternatives for using the tests. Chapter 4 includes health-related, criterion-referenced test selection guides and standards for assessing physical fitness. This information is presented in tables that identify health-related parameters of the general population and selected areas of specific disability. Chapter 5 includes general recommendations for test administration and test items. Chapter 6 deals with the testing of the physical fitness of youngsters with severe disabilities. The final section of the test manual includes appendices that contain a body mass index table, information on purchasing and constructing unique equipment, and a glossary of terms. (CR)

ED 433 629 EC 307 374

Short, Francis X.; Winnick, Joseph P.
The Brockport Physical Fitness Test Technical Manual. Project Target . The National Fitness Test for Youth with Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 164p.; For related documents, see EC 307 372-375.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Aerobics; Body Composition; Child Health; Children; Criterion Referenced Tests; *Disabilities; Elementary Secondary Education; Muscular Strength; Physical Fitness; *Physical Fitness Tests; Standards; *Test Construction; Test Content; Test Items; *Test Reliability; *Test Validity
IDENTIFIERS- *Testing Accommodations (Disabilities)

This monograph documents the basis for selection of test items and health-related, criterion-referenced standards associated with the Brockport Physical Fitness Test (BPFT), a criterion-referenced fitness test for children and adolescents with disabilities. The manual is divided into separate chapters for the relevant components or sub-components of health-related fitness: aerobic functioning, body composition, muscular strength and endurance, and flexibility/range of motion. Each chapter includes information on both validity and reliability. The validity section of each chapter attempts to establish that the fitness component relates to health status. This section also defines criterion levels of the component that can be used as the basis for setting health-related physical fitness standards. A test-items sub-section provides a rationale for the inclusion of a specific item in the test battery, and a standards sub-section provides a rationale for the recommended criterion-referenced standards. Links between test scores to criterion levels of the components are provided. An attainability sub-section reports passing rates for the various tests by disability groups based on data collected on 1,542 youngsters. The final section on reliability focuses on available "norm-reference reliability" data for each test item. Each chapter concludes with a short discussion on ideas for future research. (Chapters include references.) (CR)

ED 433 630 EC 307 375

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Cooperative Learning; Cultural Differences; Diversity (Student); Elementary Secondary Education; *Inclusive Schools; Inquiry; *Learning Disabilities; *Mathematics Instruction; Mnemonics; Parent Participation; Parent Teacher Cooperation; Peer Teaching; Problem Solving; *Science Instruction; Teacher Collaboration; Teaching Methods; Textbooks; *Theory Practice Relationship
IDENTIFIERS- *Academic Accommodations (Disabilities)

The first in a series of guides on the inclusive classroom that offers teachers research-based instructional strategies with real-life examples from Northwest classrooms, this publication focuses on the educational needs of students with learning disabilities in inclusive classrooms. It highlights methods for teaching mathematics and science, and suggests ways to foster collaborative relationships with special education teachers and families of students with learning disabilities. These strategies are drawn from key principles in standards-based reform, inclusion, special education, and multicultural education. Specific sections address: (1) the definition of a learning disability; (2) inclusion and education reform; (3) cultural diversity and the inclusive classroom; and the use of cooperative learning, peer tutors, assessment, special education teachers, and family involvement; (4) science instructional strategies, including inquiry-based science, structured inquiry, vocabulary acquisition, and mnemonics; (5) structured inquiry in an inclusive classroom; (6) mathematics instructional strategies, including problem solving by working backward, simplifying and reducing, recognizing patterns, drawing and modeling, making tables or graphs, acting it out, simulating, and using calculators and computers; and (7) textbook adaptations, including using study guides, graphic organizers, and computerized information organizers. A list of resource organizations is included. (Contains 59 references.) (CR)

ED 433 648 EC 307 393

Borreca, Christopher P.; Goldman, Teri B.; Horton, Janet L.; Mehfoud, Kathleen; Rodick, Bennett; Weatherly, Julie J.; Wenkart, Ronald D.; Wynn, Deryl W.
The 1999 IDEA Regulations: A Practical Analysis.
PUB DATE- 99
NOTE- 78p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Compliance (Legal); Delivery Systems; *Disabilities; *Discipline; Educational Legislation; Elementary Secondary Education; Federal Legislation; *Federal Regulation; *Individualized Education Programs; Law Enforcement; *School Responsibility; Services; Student Placement
IDENTIFIERS- Amendments; Individuals with Disabilities Educ Act Amend 1997; *Individuals with Disabilities Education Act

This publication explains how some of the more significant 1999 regulations of the Individuals with Disabilities Education Act will affect schools providing services to children in need of special education. The analysis tracks the regulatory format used to organize the rules under Title 34 of the Code of rehabilitation. Chapter 1, "Overview of Functional Assessment" (Michael Bullis), discusses the rationale for functional assessment procedures for rehabilitation and transition and presents a conceptual model of these procedures. Chapter 2, "Referral and Intake" (Kenneth Kosko and Patricia Kelley), discusses the referral and intake process and presents the procedures and forms that have been developed and used for this process. Chapter 3, "Clinical Assessment" (Arlene Isaacson and Robert Ayres), discusses use of psychometric measures in functional assessments, use of referral and background information in assessments, and assessment activities. Chapter 4, "Environmental Assessment" (Miriam Waintrup and Patricia Kelley), describes procedures and instruments used to asses the work and school environments in which the individual is or may be placed. The last two chapters, "Report Writing" (Robert Ayres and Kenneth Kosko) and "Case Studies" (Patricia Kelley), present guidelines for integrating and writing the final assessment report and case studies. (Contains 64 references.) (CR)

ED 433 666 EC 307 411

Universal Design: Ensuring Access to the General Education Curriculum.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Access to Education; *Accessibility (for Disabled); Adults; Children; Computers; *Curriculum Design; Definitions; *Disabilities; Elementary Secondary Education; Research and Development; *World Wide Web
IDENTIFIERS- *Universal Design

This issue describes promising research and development in the use of universal design principles to ensure curriculum access. It defines universal design and describes the differences between universal design and assistive technology. The activities of the Center for Applied Special Technology, the National Center to Improve the Tools of Educators, and the University of Kentucky in applying the concept of universal design to cognitive issues are highlighted. Universal access principles for designing curriculum, which include focusing on big ideas, using conspicuous strategies, implementing mediated scaffolding, integrating strategies, providing judicious review, and providing primed background knowledge are listed. Tips for designing web sites for universal access, which include: (1) use high contrast backgrounds and text; (2) use Sans Serif fonts for text; (3) make liberal use of chunking; (4) avoid using italics; (5) make use of alt tags when using graphics; (6) avoid the use of frames; and (7) include scripts when using audio files, are also discussed. In sections titled "Views from the Field" and "State and Regional Perspectives," school districts and states share their experiences in providing universal access. (CR)

ED 433 667 EC 307 413

Misquez, Ed; McCarthy, Bill; Powell, Barbara; Chu, Lily

14 references.) (GR)

ED 433 687 EF 005 604

Sherwin, John R.; Parker, Danny S.
FLASTAR: Florida Alliance for Saving Taxes and Energy Resources. Final Report.
SPONS. AGENCY- Florida Governor's Office of Energy, Tallahassee.
PUB DATE- 96
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Climate Control; Comparative Analysis; *Cost Effectiveness; *Educational Facilities Improvement; Elementary Education; Elementary Schools; *Energy Management; Financial Support; Public Schools
IDENTIFIERS- Florida; *Occupancy Sensors

A study of the Florida Public Building Loan Concept pilot program determined its effectiveness in helping to upgrade building energy systems. The pilot program, termed FLASTAR (Florida Alliance for Saving Taxes and Resources), involved the comprehensive metering of an elementary school to demonstrate energy savings potential after retrofitting the facility with new chillers and sensor controls for classroom and office lighting. Data show the chiller upgrade had resulted in a 30 percent reduction to cooling energy use. Sensor controls failed to achieve energy savings and actually increased lighting energy usage. An energy management system (EMS) was added that provided direct digital control (DDC) of the school chillers, air handlers, and packaged direct expansion (DX) roof-top systems. The EMS reduced chiller energy use by an additional 16 percent, and air handling and DX system energy consumption by 30 percent. Project retrofits achieved overall energy savings of approximately 15 percent or 120,000 kWh per year resulting in annual energy savings of $4,600. An appendix provides important project dates. (Contains nine references.) (GR)

ED 433 688 EF 005 605

Floyd, David B.; Parker, Danny S.
Field Commissioning of a Daylight-Dimming Lighting System.
PUB DATE- 95
NOTE- 10p.; Presented at the Right Light Three, Third European Conference on Energy-Efficient Lighting (Newcastle upon Tyne, England, June 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Comparative Analysis; *Dining Facilities; *Elementary Schools; Elementary Secondary Education; *Energy Management; *Lighting; Public Schools
IDENTIFIERS- Florida; Retrofitting; Technology Implementation

A Florida elementary school cafeteria, retrofitted with a fluorescent lighting system that dims in response to available daylight, was evaluated through real time measurement of lighting and air conditioning power, work plane illumination, and interior/exterior site conditions. The new system produced a 27 percent reduction in lighting power due to dimming. Lower than expected dimming system performance was observed prior to effective commissioning. Difficulties encountered are discussed as are recommendations for performance improvements. (Contains seven references and four figures.) (GR)

"Structural Semantics as the Basis for Theme/Rheme" (Cummings); and (13) "Grammaticalization and Idiomatization" (Akimoto). (MSE)

ED 433 708 FL 025 958

Hoffer, Bates, Ed.
The Twenty-Second LACUS Forum, 1995.
PUB DATE- 96
NOTE- 564p.; Proceedings of the Forum of the Linguistic Association of Canada and the United States (22nd, San Antonio, TX, August 8-12, 1995).
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Alphabets; Aphasia; Bilingualism; Black Dialects; Contrastive Linguistics; Diachronic Linguistics; Discourse Analysis; English; *Grammar; Interpersonal Communication; *Language Patterns; *Language Research; Language Role; *Languages; Lexicology; *Linguistic Theory; Literature; Morphology (Languages); Phonology; Second Languages; Semantics; Syntax; Uncommonly Taught Languages; Vocabulary
IDENTIFIERS- Macbeth; Mixtec

Forty-five papers on linguistic theory and language research from the annual conference address these topics: aspects of discourse analysis; agreement languages; grammatical relations; syntax; phonology; grammar; contrastive linguistics; second language learning; syntax; quotations; topic management; aphasia; interpersonal communication; laughter; morphology; lexicon; lexico-semantics; language contact and linguistic borrowing; the language of science fiction; character creation in literature; phoneme-grapheme patterns; bimodal communication; suprasegmentals; and semiotics. Languages studied include English, Chinese, Spanish, Latin, French, Russian, African American Vernacular English, Arabic, and Mixtec. Selected papers include: (1) "Salience Schemes for Narrative Discourse; Some Broader Concerns" (Longacre); (2) "Requiem for LACUS 1995: A Poem" (Longacre); (3) "Agreement Languages" (Lehmann); (4) "How Grammatic Relations Are Determined" (Oller); (5) "Divergence or Convergence: A Syntactic and Phonological Study of Aave in 'Middletown'" (Huang); (6) "Cognitive Strategies for Expression of the Copula: A Crosslinguistic Approach" (Katz); (7) "Cross-Cultural Factors in ESL Reading: The Relevance of Relevance Theory" (Shi); (8) "Syntactic Specification of Morphological Categories: Government Versus Determination" (Lockwood); (9) "Discourse Structure and Communicative Power" (Malcolm); (10) "Japanese and Korean Basic Color Terms" (Ishii); (11) "Language: A View from the Ranks of Science Fiction Fandom" (Stanford); (12) Pitch and Vowel Reduction/Centralization" (Griffen); and (13) "Renaming the Baltimore Oriole: Another Kind of 'Correctness'" (Levin). (MSE)

ED 433 709 FL 025 959

Melby, Alan K., Ed.
The Twenty-Third LACUS Forum, 1996.
PUB DATE- 97
NOTE- 679p.; Proceedings of the Forum of the Linguistic Association of Canada and the United States (23rd, Provo, UT, August 6-10, 1996).
LANGUAGE- English
EDRS Price- MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)

culture (belles-lettres, social sciences, foreign language); establishing expected learning outcomes for cultural education; determining the cultural content of language courses; classroom techniques for teaching culture; and assessing cultural learning. Contains 76 references. (MSE)

ED 433 727 FL 801 305

Hacker, Emily; Capehart, Mary Ann
Surfing for Substance: A Professional Development Guide to Integrating the World Wide Web into Adult Literacy Instruction.
PUB DATE- 99
NOTE- 80p.; Published in conjunction with Nettech, the Northeast Regional Technology in Education Consortium.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Adult Literacy; Computer Literacy; Computer Uses in Education; Educational Strategies; *English (Second Language); *Instructional Design; Instructional Materials; *Literacy Education; Second Language Instruction; *World Wide Web

The guide is designed to assist adult literacy and English-as-a-Second-Language staff developers, teachers, and administrators in using the World Wide Web as an instructional resource and to construct meaningful Web-based instructional activities and projects. It is divided into six sections. The first gives an overview of the varied capabilities of the Internet as an instructional tool, including an assessment of its strengths and weaknesses in the adult classroom. The second section looks at how to motivate staff, accommodate different learning styles, and make the most of limited computer resources. Section three provides basic information about the Internet and World Wide Web to help orient practitioners to this new instructional environment, including Internet history, important terminology, Web navigation and searching basics, and strategies for using search engines. Section four offers suggestions for sorting through the quantity of information and resources available online. The fifth section teaches a simple process for developing original Web-based lesson plans, presents some model lessons, and offers guidance in evaluating Web site content. The final section identifies opportunities for professional development available online. A directory of Web resources is appended. (Adjunct ERIC Clearinghouse on Literacy Education) (MSE)

ED 433 728 FL 801 322

Literacy Across Cultures: Newsletter of the JALT Foreign Language Literacy N-SIG, 1999.
PUB DATE- 99
NOTE- 30p.; For 1998 issues of this newsletter, see ED 427 546.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Book Reviews; Children; Classroom Techniques; *Communicative Competence (Languages); Elementary Secondary Education; Foreign Countries; Higher Education; Instructional Materials; *Literacy Education; Picture Books; Professional Development; *Reading Difficulties; *Reading Instruction; Second Language Instruction; *Second Languages; Teacher

who participated in the University Experience course were compared to similar students who were not enrolled. Comparison found that the groups who took the course scored consistently, and in many cases, substantially higher on all enrollment variables investigated. These were: retention to spring and 2nd fall semesters, total semesters enrolled, total cumulative student credit hours completed, mean hours enrolled, and spring and 2nd fall semester grade point average. Recommendations for such courses are offered. (DB)

ED 433 748 HE 032 298

Poole, David; Pratt, Graham
The Business of Internationalisation: Emerging Issues for the Entrepreneurial University. AIR 1999 Annual Forum Paper.
PUB DATE- 99
NOTE- 57p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Chaos Theory; Competition; *Entrepreneurship; Foreign Countries; Foreign Students; Futures (of Society); *Global Education; Higher Education; Institutional Research; International Education; Long Range Planning; Models; *Strategic Planning
IDENTIFIERS- *AIR Forum; *Australia

This paper analyzes various strategic management models for international programs from an Australian perspective. It presents the results of a qualitative case study of one Australian university faculty of business in the context of the relevance of chaos and complexity theories to strategic management. The case study is organized around the strategies, structures, systems, organizational learning, and leadership dimensions of this institution's management of international-entrepreneurial activities. The paper argues that the model of "structured chaos" or "bounded stability" and the core concepts associated with this model, such as "competing on the edge," may be of critical importance to a sector characterized by rising levels of national and international competition and institutional forays into these areas. Individual sections discuss: international-entrepreneurial activities in Australian universities; international education in the United States; international convergence; the strategic management of international-entrepreneurial programs; and the management of international entrepreneurial programs at "Australia U". (Contains approximately 100 references.) (DB)

ED 433 749 HE 032 299

Wood, V.
Co-operation and Collaboration and the Emergence of a Seamless Education Sector. AIR 1999 Annual Forum Paper.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - General (140)

perceptions about their general education and their personal growth than do those attending non-HBCUs. Greater rating differences between the two groups appeared to be associated with the political awareness factor and the personal values factor, with HBCU students having higher ratings of their personal growth with respect to both factors. (Contains 18 references, 6 tables, and 7 graphs.) (DB)

ED 433 768 HE 032 318

Belcheir, Marcia J.; Gray, Nancy L.
The Effect of Method on Assessing Readiness for Employment in the Field of Education. AIR 1999 Annual Forum Paper.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Outcomes Assessment; Elementary Secondary Education; *Employee Attitudes; *Employer Attitudes; Evaluation Methods; Graduate Surveys; Higher Education; Institutional Research; Principals; Program Evaluation; *Self Evaluation (Individuals); Teacher Competencies; *Teacher Education
IDENTIFIERS- *AIR Forum

This study examined the use of employer satisfaction surveys in the field of teacher education at a state university. Specifically, the issues addressed were whether new graduates' ratings of their job performance could substitute for direct employer satisfaction ratings, and if ratings of individuals by their supervisors yielded similar results to ratings of new graduates in general. A total of 66 students who received undergraduate degrees or certifications in education during 1996-97 and were working as full-time contracted teachers in spring 1998 completed a survey of their perceptions of their preparation in 23 competency areas. Additionally, 304 principals, including 43 principals of the specific students who completed surveys, completed a survey regarding their perceptions of new education graduates in general. Results indicated that new teachers and their principals had very different perceptions of their preparation for teaching with significant differences between the groups on seven of eight preparation areas. Results suggest that, within the field of education, institutional researchers cannot rely upon graduates' opinions of their preparation for employment as a substitute for employer surveys. (Contains 8 references.) (DB)

ED 433 769 HE 032 319

Dalrymple, Margaret; Wang, Mindy; Frost, Jacquelyn
Effective Report Preparation: Streamlining the Reporting Process. AIR 1999 Annual Forum Paper.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; Higher Education; *Institutional Research; *Reports

DESCRIPTORS- Academic Persistence; College Entrance Examinations; *College Freshmen; Dropout Research; Higher Education; Minority Groups; Models; Nontraditional Students; On Campus Students; Part Time Students; *Predictor Variables; Private Colleges; Public Colleges; *School Holding Power; Self Evaluation (Groups); Student Attrition; *Student Characteristics
IDENTIFIERS- *AIR Forum

This study investigated whether the one-year retention rate for the cohort of full-time, baccalaureate-degree-seeking, first-time freshmen could be predicted from institutional and aggregate cohort characteristics, including institutional type and control, institutional size, cohort size, average entrance exam score, percentage of part-time undergraduates, percentage of cohort residing on campus, percentage of nontraditional students, and percentage of minority students. Eight different models, based on institution type, size, and geographic location, were applied to 1995 data from 230 public and private institutions. While a completely satisfactory general model did not emerge, four of the models, all based on public four-year institutions, were particularly strong predictors of student retention. Average entrance exam score, percentage of cohort residing on campus, and percentage of nontraditional students were the most consistently significant predictor variables across the eight models. Private institutions and Research I institutions produced higher retention rates than did public institutions and other Carnegie-rated institutions. Results suggest that it is not possible to evaluate institutional effectiveness in student retention without factoring in these variables. By using these models, institutions can calculate their expected retention rate and measure actual over expected retention. (Contains 55 references.) (DB)

ED 433 788   HE 032 338

Laanan, Frankie Santos
Does Age Matter? A Study of Transfer Students' College Experience and Adjustment Process. AIR 1999 Annual Forum Paper.
PUB DATE- 99
NOTE- 35p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Age Differences; *College Transfer Students; Community Colleges; Higher Education; Nontraditional Students; Research Universities; *Student Adjustment; Student Attitudes; Student Development; Student Experience; Student Motivation; *Student School Relationship
IDENTIFIERS- *AIR Forum; California

This study compared the outcomes and experiences of 275 older and 442 younger liberal arts students who had transferred from California community colleges to a research I California university in fall 1994 and spring 1995. The study's conceptual perspective was that of "quality of effort," which considers both what the institution offers and what students do with these offerings. Subjects completed a 304-item Transfer Students' Questionnaire which was organized into three main sections: (1) social demographics; (2) community college experiences; and (3) university experiences. Findings suggest that younger students and older students are likely to have different experiences at the two- and four-year institutions in their level of effort, involvement, and perceptions. At the

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Academic Libraries; Foreign Students; Glossaries; Higher Education; *Information Seeking; *Library Science; User Needs (Information); Users (Information)
IDENTIFIERS- *Library Terminology; Rutgers the State University NJ

Intended for use by foreign students at the Rutgers University Libraries (New Jersey), this guide provides definitions of the following common library terms: abstract, barcode, bibliography, Boolean searching, call number, CD-ROMs, check out, circulation desk, citation, database, due date, electronic journals, electronic workstations, government publication, index, information desk, interlibrary loan, Internet, library instruction, libraries' Web site, loan period, microform, online catalog/card catalog, overdue, recall, reference collection, reference desk, renew, research guide, reserves, save/download/email, serial/journal/magazine/periodical, stacks, and subject headings. (MES)

ED 433 807 IR 057 437

Examples to Accompany "Descriptive Cataloging of Rare Books, 2nd Edition."
PUB DATE- 99
NOTE- 135p.; Prepared by the Bibliographic Standards Committee of the Rare Books and Manuscripts Section, Association of College and Research Libraries (ACRL).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bibliographic Records; Books; *Cataloging; Resource Materials
IDENTIFIERS- Anglo American Cataloging Rules 2; Descriptive Cataloging; Manuscripts; MARC; *Rare Books; Special Collections (Library)

This book is intended to be used with "Descriptive Cataloging of Rare Books," 2nd edition (DCRB) as an illustrative aid to catalogers and others interested in or needing to interpret rare book cataloging. As such, it is to be used in conjunction with the rules it illustrates, both in DCRB and in "Anglo-American Cataloging Rules," 2nd edition (AACR2), and in the context of local institutional practice. The aim of this publication is to illustrate DCRB, with special emphasis on those rules that are unusually complex, those that differ from AACR2, and those that differ from "Bibliographic Description of Rare Books" (BDRB), the first edition of the rare book cataloging rules. The 49 examples are arranged chronologically by the date of publication of the item cataloged. This arrangement is supplemented by title, author, rule number, and topical indexes. Each example includes a reproduction of the title page of the item cataloged; some examples also include reproductions of other relevant parts of the item, such as the colophon or a text sample. MARC-coded catalog records are used. Below each catalog record are listed the principal DCRB rules used in its creation. A bibliography of rare books cataloging tools is included. (MES)

ED 433 808 IR 057 438

the International Association of Technological University Libraries IATUL Conference (Chania, Greece, May 17-21, 1999) Volume 19; see IR 057 443.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Cost Effectiveness; Evaluation Criteria; Evaluation Methods; Foreign Countries; Higher Education; *Innovation; *Library Development; *Library Planning; Library Services; Program Effectiveness; Program Implementation; Strategic Planning

This paper examines the role of innovation in library operations, with an aim to incorporate innovative procedures that achieve convenience in practice, and efficiency and effectiveness in a simultaneous economic reduction. The methodology outlined in this paper is that of Best Practices. The objective of this method is to examine an organization's performance in a set of activities in order to accept it and, as a result, to adopt better practices in processes and improve its competitive position. The steps of the methodology include: (1) staff selection and training of those who will implement the method; (2) specification of focus areas; (3) examination of internal data; (4) selection of the tool; (5) breaking into basic pieces; (6) combination with the global functions which it implements; (7) determination if it adds value and how the cost could be reduced without reduction of its functionality; (8) analysis of the results and final report; (9) definition of actions and strategy development. The paper provides a brief definition of the five learning disciplines designed to enhance a staff development program: system thinking; personal mastery; mental models; shared visions; and team learning. (Contains 23 references.) (AEF)

ED 433 826 IR 057 456

Kunneke, Kathy
The Library of the University of South Africa's Marketing: Voyage of Discovery through Conventional Marketing Channels and the Internet.
PUB DATE- 99
NOTE- 12p.; In: The Future of Libraries in Human Communication: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Chania, Greece, May 17-21, 1999) Volume 19; see IR 057 443.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Computer Mediated Communication; Computer Oriented Programs; Distance Education; Foreign Countries; Higher Education; Institutional Advancement; Internet; Library Development; *Library Planning; *Marketing; *Strategic Planning; World Wide Web
IDENTIFIERS- *University of South Africa

This paper describes the experiences with marketing, a new concept at the Library at the University of South Africa (Unisa), which is the largest university in South Africa and one of the largest distance education institutions in the world. Following a discussion of marketing of the tertiary library and the service marketing triangle (organization and services is illustrated. (AEF)

ED 433 845 IR 057 475

McDougald, Dana
100 More Research Topic Guides for Students. Greenwood Professional Guides in School Librarianship.
PUB DATE- 99
NOTE- 223p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Library Materials; Reference Materials; Research Papers (Students); *Resource Materials; School Libraries; *Search Strategies; Secondary Education; *Student Research; World Wide Web
IDENTIFIERS- *Pathfinders; Web Sites

This book provides research topic guides, or pathfinders, for 100 topics popular with secondary school students or teachers. Each guide includes the following sections: background information on the topic; look under the following subjects in the library catalog; browse for books on the shelf using these call numbers; reference materials that may help (books and CD-ROMs); periodical indexes; suggested Internet sites; key words for periodical and online searches; video programs related to the topic; organizations to contact for additional information; suggestions for narrowing the topic; and related topics. Topics are arranged under five broad areas: fine arts, language arts, and foreign languages; math, science, and technology; social studies--history, economics, and political science; social issues; and biography. A research topic guide template is appended, and an index is included. (MES)

ED 433 846 IR 057 476

Hastreiter, Jamie A., Comp.; Cornelius, Marsha, Comp.; Henderson, David W., Comp.
Mission Statements for College Libraries. 2nd Edition. CLIP Note #28.
PUB DATE- 99
NOTE- 109p.; Prepared by ACRL's College Library Information Packet Committee.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Libraries; Higher Education; Library Administration; Library Surveys; *Mission Statements; Questionnaires

The intent of this CLIP (College Library Information Packet) Note is to provide data and sample documents that can be used as examples by college and small university libraries that are writing or rewriting their mission statements. A survey was mailed in April 1998 by the College Libraries Section of the Association of College and Research Libraries to library directors at 268 colleges and small universities; a total of 161 libraries responded. The introduction analyzes survey results according to institutional information, mission statement review and development, groups involved in mission statement development, importance of mission statements, and libraries without mission statements. A selected bibliography and a copy of the questionnaire with results are presented.

Arnold are offered in this final section, stating that the center experienced a slight decrease in enrollment and credit hours. (Contains 31 tables and 16 figures.) (RDG)

ED 433 865 JC 990 574

King, Nancy; Wood, Susan Andrus
Publishing on the Web: Opening the Doors of Community College Classrooms.
PUB DATE- 98
NOTE- 8p.; Presented at Third Annual TCC Online Conference, 1999.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Community Colleges; Computer Assisted Instruction; Computer Uses In Education; *Distance Education; Educational Change; Educational Technology; *Electronic Publishing; Faculty Development; Teacher Collaboration; Two Year Colleges; *World Wide Web
IDENTIFIERS- Albuquerque Technical Vocational Institute NM

This paper discusses the teaching benefits of World Wide Web publishing by individual instructors. Community colleges are actively involved in the national push towards distance learning. Many faculty members at community colleges publish course materials on the Web as part of both distance and traditional courses. As a result, a new rhetorical situation has occurred with respect to course material. In traditional settings, course materials were designed to accompany verbal context. But Web-published materials must have explanatory information embedded, in order to ensure their usefulness to students. The public act of publishing on the Web requires the instructor to think more critically about pedagogy. Prior to distance learning, the primary inter-institutional exchange of ideas came at conferences. Web publishing has allowed for much greater exchange of ideas between instructors, and in much greater detail, than is generally offered at a conference. This exchange of ideas can be viewed as a professional cooperative work group similar to student learning groups in traditional classrooms. Another benefit of Web publishing for instructors is the ability to create a readily accessible professional portfolio or curriculum vitae. The paper concludes with the assertion that the trend of Web publishing will continue to grow among community college instructors and offer new contributions to the teaching profession. (RDG)

ED 433 866 JC 990 575

Benson, Philip; Petrowsky, Michael C.
The Hiring Qualifications of Full Time Community College Faculty that Teach the Economics Principles Courses: Two Surveys.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; *Economics Education; Employment Qualifications; *Full Time Faculty; *Personnel Selection; Policy Formation; School Surveys; *Teacher Qualifications; Two Year Colleges
IDENTIFIERS- *Maricopa County Community College District AZ

This document summarizes the results of two surveys from the Maricopa County Community College District in Arizona (MCCCD)

The impact of generic competencies on workplace performance was examined through a review of literature and evaluation research which focused on conceptualization and piloting of the following key competencies in Australia in 1993-1998: collecting, analyzing, and organizing information; communicating ideas and information; planning and organizing activities; working with others and in teams; using mathematical ideas and techniques; solving problems; and using technology. The following were among the specific topics examined: evolution of Australian key competencies; definition of "workplace performance"; generic skills and work organization; industry perceptions of key competencies; integration of competencies in training; convergence with other trends in education; ways in which organizations have integrated key competencies; status of cultural understanding; transferability; performance levels and assessment; language, literacy, numeracy, and equity issues; professional development needs; and research on generic competencies and the workplace. The key competencies were concluded to be part of an international trend in which educators and industry representatives alike consider generic skills essential for work and life. It was further concluded that many vocational education and training programs need to increase their emphasis on development of underpinning process skills related to generic skills and development of reflective learning processes. (Twelve tables/figures are included. The bibliography contains 64 references and 9 World Wide Web addresses.) (MN)

ED 433 423 CE 079 095

VandenHeuvel, Adriana; Wooden, Mark
Casualisation and Outsourcing: Trends and Implications for Work-Related Training.
PUB DATE- 99
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Contracts; Employer Employee Relationship; Foreign Countries; *Job Training; *Part Time Employment; *Private Sector; Staff Development; Vocational Education
IDENTIFIERS- *Australia; *Outsourcing

This study described current and past levels of casual employment (CE) and outsourcing in the Australian work force and identified how they are related to training. Data sources included two rounds of the Australian Workplace Industrial Relations Survey and Australian Bureau of Statistics (ABS) surveys of training and education experience. ABS evidence indicated strong growth in CE, with its share in total employment increasing by 11 percent between 1984-98. By August 1998, over a quarter of all wage and salary earners were measured as casual employees. The rate of growth of CE was more rapid among men. Alternative data sources indicated consistently that the extent of CE is lower than ABS estimates suggest. The little data available on outsourcing suggested estimates of outsourced labor ranging from 4.2 to 10.3 percent; the wide range could be traced to varying definitions and sources. Data analyses indicated permanent workers were more than twice as likely to have participated in in-house training during the previous year and more likely to have participated in external training. Casual employees were more likely to

career planning, moves students from the academic world to the world of work by helping them plan the transition from college to career. The chapter helps students who are ready to explore career options to understand the importance of building a personal life plan and to identify what they have already accomplished, consider what skills are transferable, and evaluate prior learning and strengths. An index is appended. (YLB)

ED 433 441 CE 079 120

Sutcliffe, Jeannie; Jacobsen, Yola
All Things Being Equal? A Practical Guide to Widening Participation for Adults with Learning Difficulties in Continuing Education.
PUB DATE- 98
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; Administrator Guides; Adult Education; *Adult Students; Agency Cooperation; Case Studies; Check Lists; *Continuing Education; Cooperative Planning; Curriculum Development; Educational Cooperation; Educational Practices; Educational Research; Financial Support; Foreign Countries; *Learning Disabilities; Postsecondary Education; Special Education; Staff Development; *Student Participation; *Student Recruitment; Teacher Certification
IDENTIFIERS- England; Wales

This guide, which is intended as a resource for managers and practitioners working in colleges and local education authorities in England and Wales, presents practical advice regarding widening participation of adults with learning difficulties in continuing education. The guide begins with a brief introduction and overview of key research findings, which include the following: provision is often fragile and scarce; learners valued their courses; access and support were often barriers; ownership and a sense of belonging were crucial for students from marginalized groups; some potential learners faced multiple discrimination; funding varied and accreditation often posed challenges; working across agencies was essential; language and labels were sometimes confusing; and staff development and training regarding marginalized groups were underdeveloped. Chapters 2-10, which contain case studies of successful practice, blueprints for building new provision, and resource suggestions for busy managers and practitioners, focus on the following topics: (1) getting access; (2) tailoring the curriculum from the standpoints of race, ethnicity, gender, and age; (3) tailoring the curriculum from the standpoints of disability and difference; (4) support; (5) interagency cooperation; (6) staff development and training; (7) funding, progression, and accreditation; and (8) a framework for change. (Concluding the guide is a list of addresses of 13 useful organizations. Each chapter contains resources.) (MN)

ED 433 442 CE 079 121

Clarke, Alan; Essom, Jackie; Forty, Victoria
Developing Skills for Information Technology Tutors. An Open Learning Pack for Tutors of Information Technology.
PUB DATE- 99

research and develop strategies to increase participation in adult community education (ACE) by Australian adults from language backgrounds other than English. Sections 1-3 describe the major project activities, which were as follows: literature review, compilation of model programs report, development of a plan for increased participation in ACE, implementation and evaluation of pilot programs, and formulation of recommendations for ACE. Section 4, which constitutes approximately 50% of the document, contains 10 stories of success in increasing participation in 5 program areas: decision making (Moreland Adult Education Association and Elwood-St. Kilda Neighbourhood Learning Centre and Caulfield Adult Literacy Group); women's programs (Coburg Education Collective's Iraqi Women's Support Group and Lebanese Women's Program); languages other than English (Fitzroy Learning Network's Language Links program and Coburg Education Collective's Turkish Women's Program); English as a second language (ESL) (Narre Neighbours Outreach ESL programs for Arabic and Sri Lankan individuals); innovative projects (Angliss Neighbourhood House's English through Music program and Richmond Employment Group, Inc, and Belgium Avenue Neighbourhood House Family Literacy Program). Section 5 makes key recommendations. The document contains 11 references. Concluding the document are a list of abbreviations and project steering committee and project team members. (MN)

ED 433 460   CE 079 145

Blau, Joel
Illusions of Prosperity: America's Working Families in an Age of Economic Insecurity.
PUB DATE- 99
NOTE- 272p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Economic Climate; *Economic Opportunities; *Education Work Relationship; Educational Attitudes; Educational Finance; Employment Level; Employment Patterns; *Employment Practices; *Family Financial Resources; Family Income; Financial Support; Foreign Countries; Free Enterprise System; Government Role; Income; International Trade; Job Training; Labor Market; Labor Turnover; Poverty; Productivity; Public Policy; Reduction in Force; Salary Wage Differentials; Trend Analysis; Unemployment; Unions; Vocational Education; Welfare Recipients; *Working Class
IDENTIFIERS- Asia (Southeast); China; Europe (Southeast); Global Economy; Great Britain; Mexico; *United States

This book examines the political and economic consequences of the United States' growing reliance on the market and the effects that this growing reliance is having on U.S. workers and their families. The following are among the topics discussed in the book's 10 chapters: (1) consequences of the turn to the market (disinvestment, imbalance between the public and private sectors, inequality of income and wealth, political instability); (2) markets, nations, and inequality (decline of the nation-state, free trade, business moves, free trade and inequality); (3) disposable workers (unions, productivity, robots, automation, transformation of work, downsizing, part-time and temporary jobs); (4) the low-wage, low-skill strategy (wage differentials, minimum wage, fragmentation of the middle class); (5) education, choice, profit, and democracy (ambiguous attitudes toward education, educational financing, market

PUB DATE- 99
NOTE- 34p.; Master's Research Paper, University of Laverne, California.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Adolescents; Counselor Training; *Emotional Experience; *Grief; High School Students; High Schools; *Life Events; Middle School Students; Middle Schools; Posttraumatic Stress Disorder; Process Education; School Counselors; Student Attitudes; *Student Reaction; Student Surveys; *Youth Problems
IDENTIFIERS- *Traumas

This paper describes a study on adolescents' attitudes and perceptions of the grief process. The Adolescent Grief Knowledge Survey was administered to middle and high school students (N=164) to determine whether they knew: the definition of grief, the stages of grief, what can cause grief, and how long the grief process can last. Each survey was ranked with a score ranging from 0 to 4 according to the number of "yes" responses. Percentages of "yes" responses were calculated for each sex, race, and age. The mean score for each sex was compared to the mean scores for each race and age group of the same sex. A correlation coefficient was calculated for the relationship between age and mean scores because of the appearance of a strong positive correlation. It was determined that the adolescents who participated had a good understanding of the definition of grief and its causes. The findings suggest that these adolescents did not possess enough knowledge of the grief process to deal with loss in a healthy fashion, and that the younger adolescents were especially vulnerable. It is recommended that counselors enhance their skills in grief counseling and that grief education be added to health curriculums of schools. Appendix A is the Survey. (Contains 36 references.) (JDM)

ED 433 480 CG 029 344

Michaelis, Karen L.
Intersections of Critical Legal Theories: In Search of a Critical Theory of Juvenile Justice.
PUB DATE- 99
NOTE- 25p.; Paper presented at the Annual Conference of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Civil Rights; Court Litigation; *Critical Theory; Discipline; *Juvenile Justice; Knowledge Representation; Legal Aid; *Minority Group Influences; *Youth Problems

Children who are subjected to the juvenile justice system suffer injustices and prejudices similar to those experienced by women and minorities. The main difference is that there is no political group comprised of juveniles who could advocate for a new approach to juvenile justice. This makes them the most vulnerable of all individuals who come into contact with the justice system. Juveniles have virtually no power to overcome the bias and irrationality of school disciplinary procedures, much less legal decisions. Because little consideration is given as to why juveniles end up criminals, the perspective of and diagnostic measures. Analysis of probable cause data revealed that students' poor reading achievement was due to lack of self-esteem brought on by family, school, society, and peers. A review of the research indicated that a self-esteem curriculum may have an impact on reading achievement. A review of solution strategies suggested by the research combined with an analysis of the problem setting resulted in the selection of four major categories of intervention: celebrating the self, the family, friends, and team-building. Post intervention data indicated no relevant correlation between self-esteem and reading achievement. Contains 33 references and 16 figures of data. Appendixes contain a student attitude survey and scoring guide; reading assessment materials; a self-concept scale; a parent observation guide; and a list of self-esteem affirmation and journal statements. (Author/SR)

ED 433 500 CS 013 703

Lange, Mary; McCarty, Camille; Norman, Linda; Upchurch, Noelle
Improving Reading Strategies through the Use of Technology.
PUB DATE- 99
NOTE- 98p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Computer Software; Educational Technology; Grade 4; Grade 7; Instructional Effectiveness; Intermediate Grades; Junior High Schools; *Reading Comprehension; *Reading Improvement; *Reading Instruction; Reading Research; *Reading Strategies; *Vocabulary Development

This study describes an approach for enhancing reading strategies through the use of technology for improving reading comprehension and vocabulary. The targeted population consisted of middle school students in a growing low to middle class community, located in central Illinois. The problem of declining reading scores was evidenced in data reported in documents compiled by Illinois State University and Illinois State Board of Education, Local Criterion Reference Test, growing numbers of Title I students based on teacher referrals, and teacher observational checklists denoting levels of student reading style and habits. Analysis of probable cause data revealed that students reported a lack of skills related to comprehension and vocabulary, which can be broken into the four areas of management, curriculum, biological, and environmental. Faculty reported student inability to read for understanding at grade level in the different content areas. A review of solution strategies suggested by professional literature, combined with an analysis of the setting of the targeted schools, resulted in the selection of three major categories of intervention: utilization of reading strategies with a focus on comprehension and vocabulary, incorporation of appropriate software, and integration of reading strategies into other subject areas. The post intervention data indicated an increase in the reading scores of students after utilizing a variety of software applications that incorporated reading strategies across the curriculum. By integrating the technology with the reading strategies, students demonstrated a transfer of knowledge in all content areas. Contains 26 references, 10 figures and 4 tables of data. Appendixes contain interview sheets, observation checklists, cooperative learning models, a list of software, worksheets on reading strategies and thinking skills, and various class activity sheets. (Author/SR)

States and the nation (using data from the NAEP national assessments). In Florida, 2574 students in 104 public schools and 213 students from 11 nonpublic schools were assessed. The writing assessment questions asked for three major kinds of writing: some required narrative, some informative, and some persuasive writing. Each student who participated in the state assessment was given two questions and had 25 minutes to respond to each question. The questions asked students to write in a variety of forms, such as essays, letters, stories, as well as to a variety of audiences, such as teachers, other students, and school boards. The distribution of writing results and writing achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' educational level, free/reduced-price lunch program eligibility, and type of location). The average writing proficiency of eighth-grade public school students in Florida on the NAEP writing scale was 142 compared to 148 nationwide. (RS)

ED 433 517   CS 216 859

Jerry, Laura J.; Ballator, Nada
NAEP 1998 Writing State Report for Georgia.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 46p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 216 850. For highlights of the full report, see CS 216 849. For the 40 separate reports for 36 states, the District of Columbia, Department of Defense Dependent Domestic Schools, Department of Defense Dependent Overseas Schools, and the Virgin Islands, see CS 216 851-890.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 8; Junior High Schools; *National Competency Tests; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results; *Writing Achievement; Writing Research
IDENTIFIERS- *Georgia; National Assessment of Educational Progress; State Writing Assessments

In 1998 for the first time, the NAEP (National Assessment of Educational Progress) administered a writing assessment at the state level. This report describes the writing achievement of Georgia eighth-grade students and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). In Georgia, 2605 students from 104 public schools and 144 students from 9 nonpublic schools were assessed. The writing assessment questions asked for three major kinds of writing: some required narrative, some informative, and some persuasive writing. Each student who participated in the state assessment was given two questions and had 25 minutes to respond to each question. The questions asked students to write in a variety of forms, such as essays, letters, stories, as well as to a variety of audiences, such as teachers, other students, and school boards. The distribution of writing results and writing achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' educational level, free/reduced-price lunch program eligibility, and type of location). The average writing proficiency of eighth-grade public school students in level, free/reduced-price lunch program eligibility, and type of location). The average writing proficiency of eighth-grade public school students in Oklahoma on the NAEP writing scale was 152 compared to 148 nationwide. (RS)

ED 433 534 CS 216 876

Jerry, Laura J.; Ballator, Nada
NAEP 1998 Writing State Report for Oregon.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 44p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 216 850. For highlights of the full report, see CS 216 849. For the 40 separate reports for 36 states, the District of Columbia, Department of Defense Dependent Domestic Schools, Department of Defense Dependent Overseas Schools, and the Virgin Islands, see CS 216 851-890.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 8; Junior High Schools; *National Competency Tests; Public Schools; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results; *Writing Achievement; Writing Research
IDENTIFIERS- National Assessment of Educational Progress; *Oregon; State Writing Assessments

In 1998 for the first time, the NAEP (National Assessment of Educational Progress) administered a writing assessment at the state level. This report describes the writing achievement of Oregon eighth-grade students and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments). In Oregon, 2323 students from 96 public schools were assessed. The writing assessment questions asked for three major kinds of writing: some required narrative, some informative, and some persuasive writing. Each student who participated in the state assessment was given two questions and had 25 minutes to respond to each question. The questions asked students to write in a variety of forms, such as essays, letters, stories, as well as to a variety of audiences, such as teachers, other students, and school boards. The distribution of writing results and writing achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' educational level, free/reduced-price lunch program eligibility, and type of location). The average writing proficiency of eighth-grade public school students in Oregon on the NAEP writing scale was 149 compared to 148 nationwide. (RS)

ED 433 535 CS 216 877

Jerry, Laura J.; Ballator, Nada
NAEP 1998 Writing State Report for Rhode Island.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 46p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 216 850. For highlights of the full report, see CS 216 849. For the 40 separate reports for 36 states, the District of Columbia, Department of Defense Dependent Domestic Schools, Department of Defense Dependent Overseas Schools, and the Virgin Islands, see

to writing unless teachers made specific requirements. Contains 26 references, 2 figures, and 5 tables of data. Appendixes contain student and teacher surveys, a teacher observation checklist, and a vocabulary project. (Author/SR)

ED 433 551 CS 510 132

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (82nd, New Orleans, Louisiana, August 3-8, 1999). Miscellaneous.
PUB DATE- 99
NOTE- 178p.; For other sections of this proceedings, see CS 510 132-153.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Ethics; Foreign Countries; Higher Education; *Information Processing; Journalism Education; Journalism Research; *News Reporting; Professional Associations; Research Needs
IDENTIFIERS- *Environmental Reporting; India; Iowa; News Sources; *Risk Communication

The Miscellaneous section of the Proceedings contains the following 6 papers: "The Effect of Membership in the Society of Environmental Journalists on Inclusion of Enabling Information in Stories on Water Quality" (Michelle M. Tedford); "Press, Privacy and Presidential 'Proceedings': Moral Judgments and the Clinton-Lewinsky Affair" (Jennifer L. Lambe, Christina L. Fiebich, and Darcia Narvaez); "A Research Agenda for Establishing a Grounding for Journalistic Ethics" (Dan Shaver); "Framing an Environmental Controversy in India's English-Language Press: A Study of Text in Context" (Elizabeth Burch); "The Sources Iowans Trust: The Impact of Involvement on Credibility Perceptions and Channels Used for Environmental Issues" (Sunae Jo and Lulu Rodriguez); and "The Relationship of Risk Information Processing to Consideration of Behavioral Beliefs" (Robert J. Griffin, Kurt Neuwirth, James Giese, and Sharon Dunwoody). (RS)

ED 433 552 CS 510 133

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (82nd, New Orleans, Louisiana, August 3-8, 1999). Religion and Media Interest Group.
PUB DATE- 99
NOTE- 113p.; For other sections of this proceedings, see CS 510 132-153.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Films; Higher Education; Journalism Education; *Lobbying; *Newspapers; Political Influences; *Religion; *Religious Factors
IDENTIFIERS- *Environmental Reporting; *Media Coverage

The Religion and Media Interest Group section of the Proceedings contains the following 4 papers: "Not Alone in a Crowd: Religion, Media and Community Connectedness at the Dawn of the Twenty-First Century" (Michael A. Longinow); "Hollywood's God: The Problem of Divine Providence" (Jeffery A. Smith); "The Press and the 'Greening of Religion': Themes, Sources, and Conflict in Newspaper Coverage of Faith-Based Environmentalism" (Rick Clifton Moore); and "Communication in Religious Lobbying: Making Meaning Through Journalism" (Kyle Huckins). (RS)

Hollywood's Male Gaze--Round One" (Brenda Cooper); "The American Girl Dolls: Constructing American Girlhood through Representation and Identity" (Carolina Acosta-Alzuru); "Mediatized Politics: A Critical Discourse Analysis of the 'New York Times'' Editorials on the Clinton-Lewinsky Affair" (Young Min); "Struggle and Consent: African American Press Reception of 'Gone with the Wind'" (James F. Tracy); "American Journalism vs. the Poor, a Research Review and Analysis" (Paula Reynolds Eblacas); "The Virtual 'Good Neighborhood': Tracking the Role of Communication in Residential Segregation" (Eleanor M. Novek); "Red-baiting, Regulation and the Broadcast Industry: A Revisionist History of the 'Blue Book'" (Chad Dell); "Understanding the Conditions for Public Discourse: A Critique of Criteria for Letters-to-the-Editor" (Karin Wahl-Jorgensen); and "Reflecting the American Dream: Walker Evans on 1930s Advertising" (Bonnie Brennen). (RS)

ED 433 571 CS 510 152

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (82nd, New Orleans, Louisiana, August 3-8, 1999). Civic Journalism.
PUB DATE- 99
NOTE- 193p.; For other sections of this proceedings, see CS 510 132-153.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Athletics; Credibility; *Critical Theory; Higher Education; *Journalism; Journalism Education; Journalism Research; News Writing
IDENTIFIERS- Local News; *Media Coverage

The Civic Journalism section of the Proceedings contains the following 7 papers: "Resurrecting Critical Theory: Public Journalism" (Gregory Selber); "Constructing Meaning: The Role of the Audience in News Writing" (Jack Morris); "Media Coverage of Sports and Politics: An Examination of the Press' Role in Campaigns for Professional Sports Stadium Construction" (Robert Trumpbour); "Being a Better Neighbor: A Look at How the Syracuse Newspapers Listened to Readers To Improve Neighborhood News Coverage" (Carla V. Lloyd and Jan S. Slater); "Civic Journalism and Community Policing: Potential for Partnership" (Kathryn B. Campbell); "Following in Their First Steps: A Lesson in Launching Public Journalism" (Rebecca A. Payne); "Civic Journalism and Gender Diversity in News-Story Sourcing" (Brian L. Massey). (RS)

ED 433 572 CS 510 153

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (82nd, New Orleans, Louisiana, August 3-8, 1999). Status of Women.
PUB DATE- 99
NOTE- 246p.; For other sections of this proceedings, see CS 510 132-153.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Asian Americans; Cartoons; Content Analysis; *Females; *Feminism; Higher Education; Journalism Education; Journalism Research; Mass Media Role; Presidents of the United States; Programming (Broadcast); Scientists; Sex Role; Space Exploration; Television Commercials
IDENTIFIERS- Asian Culture; Clinton (Bill); Life Magazine; Media

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Educational Change; Educational Policy; Educational Research; *Educational Resources; Elementary Secondary Education; Foreign Countries; Government Role; Government School Relationship; Higher Education; Preschool Education
IDENTIFIERS- *South Africa

This bibliography compiles works that convey the scope and depth of the transition in South African education, as well as a range of perspectives and positions. Although not an exhaustive list, it gathers together significant national government policy documents, especially those of the Department of Education; stakeholder position papers; the insights of intellectuals who, in most cases, have been intimately involved in the process; and sources that are often inaccessible through normal computer-based searches. Entries have been grouped into three sections: government-policy documents and statements; stakeholder positions; and the critical responses of researchers, academics, and individual observers. Within each section, a simple classification provides access to items on a particular aspect of the education system. Each subsection is arranged alphabetically by author or, in the case of government publications, by title. Some of the types of documents that are annotated include policy statements, annual reports, governance papers, resources for learning, racial-integration reports, specialized-education and support-services documents, and articles on educator development. At the close of the bibliography, some titles of monthly and quarterly periodicals that focus on education are included. These publications record and/or analyze the unfolding events of educational transformation in South Africa. (RJM)

ED 433 591 EA 030 000

McPherson, Gregory; Dlamini, Mbali
Democratic School Governing Bodies in the Province of KwaZulu-Natal: The First Elections. EPU Research Report.
PUB DATE- 98
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Democratic Values; Educational Administration; Educational Policy; Elementary Secondary Education; Foreign Countries; Governance; *Government Role; *Government School Relationship; *Local Government; *Participative Decision Making
IDENTIFIERS- *South Africa (KwaZulu Natal)

This document examines the implementation of the Schools Act, which established the democratic governing bodies and the school governance, capacity-building program in KwaZulu-Natal. It is based on a study that: (1) recorded the existence/nonexistence of governing bodies and compiled a profile of the average governing body based on a sample of schools; (2) examined the processes that were followed in setting up school governing bodies in public schools in KwaZulu-Natal; (3) identified problems that arose while establishing governing bodies; and (4) evaluated the immediate/short-term impact and effectiveness of governing body structures in public schools, including the extent to which capacity-building programs were in place. Numerous questions guided the research: To what extent have school governing bodies been established and who are the members? What constraining factors and reform of corporate boards, which includes the role of boards and implementation approaches; (2) organizational improvement, which details employee involvement, total quality management, and reengineering; (3) developing team-based organizations and types of teams; (4) establishing independent sub-units, such as "Greenfield Sites," and co-governance; and (5) creating organization networks, such as process interdependence and resource coalitions. As each strategy is addressed, the role of key stakeholder groups is discussed, the underlying values and goals associated with the strategy are identified, and the change process involved in implementing the strategy is reviewed. The changing nature of accountability, human-resource requirements, and particular challenges faced in implementing the strategy also are discussed. Case examples, including the results obtained upon implementation of each strategy, follow. The article then describes future trends in private-sector governance, such as corporate boards, different kinds of governance systems, team-based structures, and network organizations. A conclusion offers some analogies to public education, such as board reform, organizational improvement, team-based structures and mini-business units, independent sub-units, and networks. Two appendices provide a summary of governance strategies, along with some examples. (RJM)

ED 433 611 EA 030 027

Resnick, Michael A.
Effective School Governance: A Look at Today's Practice and Tomorrow's Promise.
PUB DATE- 99
NOTE- 34p.; For related documents, see EA 030 023-026.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Board of Education Role; Boards of Education; *Educational Administration; Elementary Secondary Education; *Governance; School Administration; School Effectiveness; School Policy

This paper examines one aspect of school governance--the role of the school board--which historically has governed education at the local level. It discusses the basic and unique functions of school boards in American education, as well as their effectiveness in meeting the rigors of a changing society. The discussion is presented in four parts: (1) the significance and benefits of local school-board governance as currently established; (2) the major attributes of good school-board governance, including examples of school boards that are providing leadership to raise student achievement; (3) why local school boards are preferable to alternatives that have been suggested; and (4) how the state, as a governance partner, can strengthen the capacity of local school boards to govern and lead. Whereas the paper specifically deals with the school-board role, it recognizes that education governance operates in a broader context that embraces the state and federal levels. It also recognizes that school boards are not monolithic institutions. It details how a good local school board will set a vision, focus on student learning and achievement, provide a structure for success, advocate for education, and involve the community. (RJM)

ED 433 612 EA 030 028

Good, Dixie Griffin

Winnick, Joseph P.; Short, Francis X., Ed.
The Brockport Physical Fitness Test Training Manual. Project Target .
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 178p.; For related documents, see EC 307 372-374.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Body Composition; Child Health; Children; *Criterion Referenced Tests; *Disabilities; Elementary Secondary Education; Exercise; Muscular Strength; *Performance Factors; Performance Tests; *Physical Fitness; *Physical Fitness Tests; Standards; Test Construction; Test Content; Test Items; Test Reliability; Test Validity
IDENTIFIERS- *Testing Accommodations (Disabilities)

This training manual presents information on the Brockport Physical Fitness Test (BPFT), a criterion-referenced fitness test for children and adolescents with disabilities. The first chapter of the test training manual includes information dealing with health-related criterion-referenced testing, the interaction between physical activity and physical fitness, and the interaction between physical fitness and health. Individualized education programming, the lifetime commitment to physical activity and physical fitness, and safety precautions important to implementing programs are addressed. Chapters 2, 3, and 4 are related to the development of components of physical fitness: cardiorespiratory endurance, body composition, muscular strength and endurance, and flexibility/range of motion. Each chapter presents information on the important components of physical fitness for health, how components of physical fitness are measured and evaluated in the BPFT, the underlying change in the body affected by the development of physical fitness, factors influencing the development of physical fitness, and guidelines for developing and implementing physical fitness. Chapters include information related to the development of physical fitness of youngsters with disabilities. (Each chapter includes references.) (CR)

ED 433 631 EC 307 376

A Guide for Starting and Improving Gifted and Talented High School Programs: Program Options, Teaching Strategies, Models, Forms and Examples.
PUB DATE- 99
NOTE- 122p.; For "The Best Practices Manual for Gifted and Talented Programs in Idaho Revised Version ," see ED 416 664.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Advanced Placement Programs; Creative Thinking; *Enrichment Activities; *Gifted; High Schools; Inclusive Schools; Independent Study; International Programs; Mentors; Multiple Intelligences; Problem Solving; Program Administration; Program Development; Student Evaluation; Talent; *Talent Development; Teaching Methods; Teaching Models

Federal Regulations. The selected provisions are identified by the rule number assigned by the Department of Education and are set forth in sequential order. The text of each provision selected is reprinted verbatim followed by a description of its conformance to the statute and any significant changes made from the proposed rule. An analysis is provided to point out legal issues that the regulation raises from the school district's perspective and to offer practical suggestions on how schools should ensure compliance with the regulations and the statute. Analyzed provisions include those relating to: assistive technology, free appropriate public education, the Individualized Education Program, placement of children in private schools and provision of special education services, change of placement for disciplinary removals, disciplinary protections for children not yet eligible for special education, and referral to and action by law enforcement. (CR)

ED 433 649 EC 307 394

Richards, Regina G.
The Writing Dilemma: Understanding Dysgraphia.
PUB DATE- 98
NOTE- 64p.; Foreword by Melvin D. Levine.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Disability Identification; Elementary Secondary Education; Handwriting; Learning Activities; *Learning Disabilities; *Remedial Instruction; *Symptoms (Individual Disorders); Teaching Methods; Writing Apprehension; *Writing Difficulties; *Writing Instruction; Writing Processes
IDENTIFIERS- *Dysgraphia

This monograph explains dysgraphia in students and offers a range of practical suggestions tailored to individual children with specific dysfunctions that obstruct the transcription of their thoughts to paper. Chapters address: (1) why students avoid writing and the need for students to understand the purpose of writing; (2) underlying processing skills for writing and different types of difficulties students may have; (3) symptoms of dysgraphia, including letter inconsistencies, irregular letter size and shapes, poor organization on the line and on the page, and unfinished letters; (4) how dysgraphia interferes with the writing process by affecting motor patterns and motor memory; (5) identifying the student with dysgraphia by observing a cluster of symptoms, including problems with feedback and anticipating, rhythm and timing, motor skills, activities requiring reciprocal movements, and pencil grip; (6) strategies for helping students with dysgraphia by using bypass strategies and remediation; (7) strategies for helping students in written expression; and (8) reinforcement activities for helping students master subject/verb agreement and enhance vocabulary usage. A sample activity to help students improve their writing is provided. (Contains 20 references.) (CR)

ED 433 650 EC 307 395

Carta, Judy; Renauer, Marita; Schiefelbusch, Jeanie; Terry, Barbara
Effective Instructional Strategies To Facilitate: Classroom Transitions, Group Instruction, Independent Performance and Self-Assessment. Fourth Edition. Teacher's Manual for Project

University Students with Disabilities Are the Chief On-Campus Accommodation Ingredient.
PUB DATE- 97
NOTE- 5p.; Paper presented at the Annual CSUN (California State University, Northridge) Conference (1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Accessibility (for Disabled); *College Students; *Disabilities; Educational Legislation; Federal Legislation; Higher Education; *Self Advocacy; *Social Support Groups; Student Empowerment; *Student Personnel Services; Student Rights; Student Role
IDENTIFIERS- Academic Accommodations (Disabilities); Americans with Disabilities Act 1990; *New Mexico State University

This report describes the rejuvenation of the Barrier Breakers at New Mexico State University, a student group that was designed to ensure that students with disabilities had access to and accommodations for instruction. The new group, the Association for the Concerns of the Handicapped (ACH), provides advocacy for environmental access and program access. The passage of the Americans with Disabilities Act and its enforcement led to the hiring of a disability coordinator to handle requests for accommodations and the development of several service departments at the university. Currently, the coordinator supervises a full-time interpreter and coordinates the following services: a Braille printer; early registration assistance; assistive listening devices; notetaking services; readers; sign language interpreters or oral interpreters; and accommodations for students with disabilities needing extended time, a quiet location, scribes, readers, or other assistance. Services are also provided by Student Support Services and the Center for Learning Assistance. In the process of seeking accommodation, the students learned that it was important to disclose their access needs, to organize and present a united front so that access providers could respond to specific requirements, to maintain a sense of continuity between new members of the group and veteran members, and to be persistent in requests. (CR)

ED 433 668 EC 307 414

Knoblauch, Bernadette; McLane, Kathleen
An Overview of the Individuals with Disabilities Education Act Amendments of 1997 (P.L. 105-17): Update 1999. ERIC Digest E576.
SPONS. AGENCY- National Library of Education (ED/OERI), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Compliance (Legal); Conflict Resolution; *Disabilities; Discipline; Due Process; Early Intervention; Education Work Relationship; Educational Assessment; *Educational Legislation; Elementary Secondary Education; *Federal Legislation; Federal Regulation; Individualized Education Programs; Outcomes of Education; Parent Participation; Preschool Education; Student Educational Objectives; Teacher Education; Transitional Programs
IDENTIFIERS- Amendments; ERIC Digests; Individualized Transition

ED 433 689 EF 005 606

Floyd, David B.; Parker, Danny S.; Sherwin, John R.
Measured Field Performance and Energy Savings of Occupancy Sensors: Three Case Studies.
PUB DATE- 96
NOTE- 16p.; Presented at the 1996 ACEEE (American Council for an Energy-Efficient Economy) Summer Study on Energy Efficiency in Buildings (Pacific Grove, CA, August 25-31, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Cost Effectiveness; Elementary Education; *Elementary Schools; *Energy Management; Public Schools
IDENTIFIERS- Florida; *Occupancy Sensors; *Office Buildings

A study determined the performance levels, energy savings, and occupant acceptance of occupancy sensors that were installed in a Florida small office building and two elementary schools. Performance data was collected in 15-minute intervals. Aggregate time-of-day lighting load profiles were compared before and after the installation and throughout the commissioning period when the sensors were tuned for optimum performance. Data reveal a 10 percent savings in energy usage in one of the two schools where sensors were installed in classrooms, the cafeteria, and administrative offices. Improper sensor installation, set-up, and faulty user operation inhibited energy performance in the other school. Also, sensor malfunctions adversely affected the energy savings in the office building; following their corrections, energy savings improvements were noted. All three case studies suggest that occupancy sensors can provide savings in a variety of building types. However, it is noted that savings will greatly vary due to occupancy patterns, and previous method of control and lighting load. It was determined that savings and user acceptance for areas selected for control by occupancy sensors are influenced by proper sensor selection, location, and controls commissioning. (Contains 19 references, 5 figures, and 1 table.) (GR)

ED 433 690 EF 005 607

McIntyre, Sally; Goltsman, Susan M.
Safety First Checklist: Audit & Inspection Program for Children's Play Areas. Second Edition.
PUB DATE- 97
NOTE- 122p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Check Lists; Elementary Education; Evaluation Methods; Facility Guidelines; *Inspection; *Playgrounds; Preschool Education; Public Schools; *Safety
IDENTIFIERS- Playground Equipment

A playground safety checklist provides an up-to-date play area inspection system based on standards from the American Society for Testing and Materials' F 1487-95 and the U.S. Consumer Product Safety Commission's Handbook for Public Playground

DESCRIPTORS- Alphabets; Alzheimers Disease; Contrastive Linguistics; Diachronic Linguistics; Discourse Analysis; English; *Grammar; Interpersonal Communication; Language Acquisition; *Language Patterns; *Language Research; *Languages; Lexicology; Linguistic Borrowing; *Linguistic Theory; Morphology (Languages); Music; Neurolinguistics; Old English Literature; Phonology; Pidgins; Pragmatics; Psycholinguistics; Regional Dialects; Semantics; Syntax; Uncommonly Taught Languages; Vocabulary

IDENTIFIERS- Catalan; Language Contact; Tok Pisin

Fifty-nine papers on language research and linguistic theory from the annual forum address these topics: correctness in language; aspects of neurolinguistics and psycholinguistics; historical linguistics and language evolution; linguistic philosophy; aspects of syntax; aspects of discourse analysis; lexicon and semantics; language contact and linguistic borrowing; suprasegmentals; aspects of pragmatics; music and language; aspects of grammar; morphology; pragmatics; language teaching; language processing; and phonetics and phonemics. Languages studied include Welsh, English, Basque, Yup'ik Eskimo, Japanese, pidgin, Korean, Polish, French, Catalan, Mandarin Chinese, and Old and Middle English. Selected papers include: (1) "Correctness in Language: Political and Otherwise" (Makkai); (2) "How the Brain Learns Language" (MacWhinney, Feldman); (3) "Some Grammatical Evidence for Eurasiatic, Especially Pronominal" (Greenberg); (4) "Functional Passive Rethought" (Rashidi); (5) "Markedness Effects in Welsh Short Plural Forms" (Lommel); (6) "Semantic Specification/Semantic Emergence: Against the 'Container' Metaphor of Meaning" (Harrison); (7) "Basque and the Other Dene-Caucasic Languages" (Bengston); (8) "Redefining Language" (Bradford, Melby); (9) "The Nature of the Causee in Binding" (Katada); (10) "Subtle Signalling of Logical Relations in News Reporting" (Jordan); (11) "Idiomatic Properties of Eighteenth Century English" (Akimoto); (12) "Chiac: The Hybrid Vernacular of Mouncton Acadian Teenagers" (Babitch); and (13) "Tagmemic Principles and Music Analysis" (Avery). (MSE)

ED 433 710 FL 025 960

Embleton, Sheila, Ed.
LACUS Forum XXIV, 1997 .
PUB DATE- 98
NOTE- 475p.; Proceedings of the Forum of the Linguistic Association of Canada and the United States (24th, Toronto, Ontario, July 29-August 2, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)

DESCRIPTORS- Alphabets; Canada Natives; Contrastive Linguistics; Diachronic Linguistics; Discourse Analysis; English; *Grammar; Interdisciplinary Approach; Interlanguage; Interpersonal Communication; *Language Patterns; Language Processing; *Language Research; Language Variation; *Languages; Lexicology; Linguistic Borrowing; *Linguistic Theory; Literature; Morphology (Languages); Natural Language Processing; Old English Literature; Phonetics; Phonology; Regional Dialects; Semantics; Sociolinguistics; Syntax; Transfer of Training; Uncommonly Taught Languages; Vocabulary; Written Language

IDENTIFIERS- Bella Coola; Language Contact

Forty-one papers on language research and linguistic theory from the annual conference address these topics: linguistic philosophy; aspects of phonetics and phonology; topics in syntax; aspect; topics in semantics; topics in discourse

Education; Textbooks; *Writing Instruction

The newsletter of the Japan Association for Language Teaching national special interest group on foreign language literacy includes these articles: "In Others' Words: How Learners Construct Reading Difficulties" (Andy Barfield); "Enabling a Reader Through Picture Books: A Case Study" (Fatimah Hashim); "Acquiring Communicative Competence in the Reading Classroom" (Maya Khemlani David); and "Linking Yourself to Professional Development" (Charles Januzzi). Book and instructional material reviews are also included. (MSE) (ERIC Adjunct Clearinghouse on Literacy Education)

ED 433 729 FL 801 324

VanDuzer, Carol
Reading and the Adult English Language Learner. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; *Adult Literacy; Alphabets; Classroom Techniques; Educational Strategies; *English (Second Language); *Literacy Education; Media Selection; Phoneme Grapheme Correspondence; *Reading Instruction; Reading Materials; Reading Skills; Reading Strategies; Skill Development
IDENTIFIERS- ERIC Digests

This digest examines reading approaches, identifies characteristics of fluent readers, and makes suggestions for developing reading instruction for adult English language learners. The reading instruction methods described include the phonics, psycholinguistic, interactive, and critical literacy approaches. Fluent readers are defined as those who read with a purpose, read quickly, use a variety of strategies, interact with the text, evaluate the text critically, expect to understand the text, and usually read silently. Drawing on recent research in reading instruction, seven general reading proficiency activity types are described, including: use of texts that meet student needs and are interesting; early instruction in letter recognition and sound-symbol correspondences, particularly for students not schooled in the Roman alphabet; teaching a variety of reading strategies; use of prereading activities; teaching evaluation of texts for implicit values and assumptions; use of texts containing familiar words and grammatical structures; and use of extensive reading. Contains 18 references. (Adjunct ERIC Clearinghouse on Literacy Education) (MSE)

ED 433 730 FL 801 326

Brod, Shirley
What Non-Readers or Beginning Readers Need To Know: Performance-Based ESL Adult Literacy.
SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, DC.
PUB DATE- 99
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

DESCRIPTORS- Academic Achievement; Academic Persistence; Accreditation (Institutions); *Articulation (Education); Certification; *College Outcomes Assessment; Cooperative Programs; Degrees (Academic); *Educational Policy; Educational Trends; Foreign Countries; Government School Relationship; Integrated Services; Postsecondary Education; Transfer Students; Trend Analysis
IDENTIFIERS- *AIR Forum; *United Kingdom

This paper examines trends toward cooperation and collaboration between colleges of further education and universities in the United Kingdom especially increasing political pressures for wider access to postsecondary education. It notes that the trend toward a single postsecondary sector within which students can move freely from one level to another is not accompanied with commensurate increases in resources provided to institutions of higher education. The paper reports on an analysis of retention, success, and failure rates of students (N=1329) who had either transferred from a further education college (N=465) or entered the university as first-year students over the period 1994-1998. Students were working at either regular or honors degree levels in accounting, commerce, and business studies. Overall, the students transferring from further education colleges were significantly more likely than first-year entry students to achieve the Degree or Honours Degree qualification. Results suggest that institutions in both sectors can increase student intake without prejudicing program quality or students' learning experience. However, this paper raises concerns about how the new "Advanced Higher" qualification will relate to accreditation requirements of professional bodies and governmental policy. (Contains 12 references.) (DB)

ED 433 750   HE 032 300

Abou-Sayf, Frank K.
The Integrity of Ethnicity Data. AIR 1999 Annual Forum Paper.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Community Colleges; *Data Collection; Ethnic Groups; Ethnic Origins; *Ethnicity; *Reliability; Student Surveys; Two Year College Students; Two Year Colleges
IDENTIFIERS- *AIR Forum; *University of Hawaii Kapiolani Community College

Since ethnicity is so often used in research on educational outcomes, this study examined the consistency with which students at Kapiolani Community College (Hawaii) reported their ethnic background. The study compared two different sources of ethnic data: the college application form and an interest inventory that all students fill out and submit with the application. A total of 3,993 records were examined. Analysis indicated that the percentage of inconsistency in reporting ethnicity ranged from a low of 16.2 percent in the case of Koreans to a high o 42.3 percent in the case of Hawaiians. Findings suggest that the more ethnically mixed students are the most likely to show discrepancies in reporting their ethnic background and that the specific way items on a questionnaire are phrased affect student choice. (DB)

IDENTIFIERS- *AIR Forum; *Purdue University IN

This paper describes the processes and techniques used to improve and streamline the standard student reports used at Purdue University (Indiana). Various models for analyzing reporting processes are described, especially the model used in the study, the Shewart or Deming Cycle, a method that aids in continuous analysis and improvement through a four step process -- plan, do, check, and act. The model was applied to enrollment reports (using Microsoft Excel for calculations), a database for tracking ad hoc information requests was developed (using Microsoft Access database software), the statewide enrollment report was improved by using Microsoft Access, and the quality of reports was improved by using survey information. The paper concludes that utilizing appropriate technology within the Deming model has reduced the amount of labor needed for creating reports and improved the accuracy and timeliness of the reports. (Contains 16 references.) (DB)

ED 433 770 HE 032 320

Smith, Laurinda G.; Downey, Ronald G.; Cox, Kelline S.
The International GTA Problem: A New Approach. AIR 1999 Annual Forum Paper.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; Evaluation Methods; *Foreign Students; *Graduate Students; Higher Education; Limited English Speaking; Rating Scales; *Student Evaluation of Teacher Performance; Student Surveys; *Teaching Assistants
IDENTIFIERS- *AIR Forum

This paper describes the development and application of a 13-item survey to be completed by college students of their graduate teaching assistants'(GTAs) communication abilities. Survey results evaluating 114 native and non-native English speaking GTAs (217 sections, 4,651 students) were analyzed. Results indicated that nine GTAs (8 percent) were identified as having communication problems, two of which were native English speakers. Analysis indicated that the prediction of communication problems was related to many more factors than English skills including departmental GTA training, prior teaching experience, social skills of the GTA, difficulty of the discipline, and cultural differences in interacting in a class. Advantages of the use of the GTA Communication Survey are noted such as identifying important communication skills, providing a basis for following up on complaints about a GTA's communication skills, improving training for first-time GTAs, and demonstrating to students and others the institution's commitment to a quality teaching environment. (DB)

ED 433 771 HE 032 321

Eliza, Sylvia M.; Rodriguez, Luis R.; Rosario, Elmy
Overcoming the Challenge of Low Response Rate in Alumni Surveys. AIR 1999 Annual Forum Paper.
PUB DATE- 99
NOTE- 27p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).

community college level both younger and older groups had similar grade point averages (GPAs), but younger students spent more time in social and extracurricular activities. Older students scored significantly higher in the "course learning" and "experience in writing" factors. At the university, older students had significantly higher GPAs, devoted more effort to their experiences with faculty and course learning, and were more satisfied with their overall experiences, whereas younger students continued to be more involved in social and extracurricular activities and were less satisfied overall. (Contains 22 references and 7 tables.) (DB)

ED 433 789 HE 032 339

Peterson, Marvin W.; Augustine, Catherine H.; Einarson, Marne K.
Organizational Practices Enhancing the Influence of Student Assessment Information in Academic Decisions. AIR 1999 Annual Forum Paper.
PUB DATE- 99
NOTE- 46p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decision Making; *Educational Assessment; Higher Education; Institutional Research; National Surveys; Program Evaluation; Self Evaluation (Groups); Student Evaluation
IDENTIFIERS- *AIR Forum

This study aimed to provide systematic empirical evidence for how postsecondary institutions support and promote the use of assessment information in academic decision making. A survey instrument, Institutional Support for Student Assessment, was developed as an inventory of external influences on student assessment; institutional approaches to student assessment; patterns of organizational and administrative support for student assessment; assessment management policies and practices; and the uses and impacts of assessment information. Linear regression analysis of completed surveys from 1,393 postsecondary institutions was used to identify which institutional variables related to the use of student assessment data for academic decision making. Significant predictor variables were the number of institutional studies relating students' performance to their interactions with the institution; use of student assessment data to improve internal institutional performance; involvement of student affairs personnel in student assessment; the extent of student assessment; and the extent of professional development related to student assessment offered to faculty and staff. These findings varied by institutional type. The study concluded, however, that many institutions are not using student assessment data when making academic decisions and that many are unaware of how influential this data can be. (Contains 55 references.) (Author/DB)

ED 433 790 HE 032 340

Porter, Stephen
Assessing Transfer and Native Student Performance at Four-Year Institutions. AIR 1999 Annual Forum Paper.
PUB DATE- 99
NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May

Fast Facts: Recent Statistics from the Library Research Service, Nos. 138-155. January 14 - November 11, 1998.
SPONS. AGENCY- Denver Univ., CO.
PUB DATE- 99
NOTE- 42p.; For the 1997 issues, see ED 416 900. Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Access to Information; Achievement Tests; Distance Education; Elementary Secondary Education; Higher Education; Information Technology; Internet; Library Funding; Library Role; *Library Services; *Library Statistics; Newsletters; *Public Libraries; *School Libraries; Scores
IDENTIFIERS- *Colorado

Seventeen issues of a newsletter on recent library statistics in Colorado highlight the following topics: the role of academic and public libraries in distance education; measures taken by public libraries with mill levies to exempt their income/expenditures from restrictions; after-school operations in library media centers; library media specialists and technology linked to higher CSAP (Colorado Student Assessment Program) scores; marketing skills for school library media specialists; technology trends for school library media programs, 1994-98; public library salaries compare unfavorably with average teacher pay; almost seven million Americans "unserved" by public libraries; lack of state funding associated with smaller, aging collections; smaller secondary schools less likely to meet North Central Association staffing requirements for library media programs; the Colorado Library Card program; student use of library media programs key to NAEP (National Assessment of Educational Progress) success; well-managed library media programs that cooperate with local public libraries linked to higher CSAP scores; World Wide Web access via library media centers in public schools; better-funded public libraries provide more service to individual users; state and national data link circulation of children's material from public libraries and reading test scores; teens credit librarians with influencing their book purchases; and library media programs mirror nation's schools on Internet access for students. (MES)

ED 433 809 IR 057 439

Knowtes: The Knowledge Management Thinkletter, 1998.
PUB DATE- 98
NOTE- 18p.; For 1997 issues, see ED 417 718. Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Business; Business Administration Education; Consultants; Human Resources; *Information Management; Information Science Education; Information Services; Intellectual Property; Interviews; *Management Information Systems; Newsletters; Personnel Management; Postsecondary Education; Training
IDENTIFIERS- Emotional Intelligence; Goleman (Daniel); *Knowledge Management

This document contains four issues of a newsletter focusing on knowledge management (KM). Articles include: "Profile on staff; market and organization; and the traditional marketing mix of product, price, place, and promotion), the marketing plan of the Unisa Library is described. Highlights include: target markets identified; the communication strategy; use of conventional communication channels and Web marketing; and Web marketing tools, including gateway advertising, product information and recommendation, establishing customer discussion panels and creating a dialogue, targeting specific demographic groups, evaluating gateway success, pricing, getting listed in directories, joining industry hubsites, e-commerce, and internal marketing. (AEF)

ED 433 827 IR 057 457

McNicol, Annette
Beyond Re-Engineering: Developing Sustainable Success.
PUB DATE- 99
NOTE- 6p.; In: The Future of Libraries in Human Communication: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University Libraries IATUL Conference (Chania, Greece, May 17-21, 1999) Volume 19; see IR 057 443.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Foreign Countries; Higher Education; Institutional Advancement; *Library Development; *Library Planning; Library Technical Processes; *Organizational Development; Vendors
IDENTIFIERS- *Griffith University (Australia)

This paper describes experiences in re-engineering and re-designing Technical Services of the library at the Nathan campus of Griffith University in Brisbane, Queensland (Australia). The goal of the project, which was overseen by an outside consultant, was to have a 50% improvement in productivity (which would mean that 50% of the staff currently working in the section would not be employed within the unit upon implementation of the plan). A key ingredient in the redesign was to select a single supplier who could service the majority of the library's needs and with whom the library could develop a long-term partnership arrangement. The next objective was to change the "culture" of the organization to become a place where excellence was celebrated, where people were actively and enthusiastically involved and took responsibility for their own work and were committed to continuous improvement. The section was re-organized into two teams--serials and monographs. Team leaders were appointed, although the ultimate goal was for teams to become self-managed. Since the initial re-engineering, the section has been able to contain unit costs, despite significant salary increases, to undertake projects to improve the integrity of the database and to develop innovative solutions for delivery of information to clients. (AEF)

ED 433 828 IR 057 458

Middleton, Michael
Library Digitisation Project Management.
PUB DATE- 99
NOTE- 8p.; In: The Future of Libraries in Human Communication: Abstracts and Fulltext Documents of Papers and Demos Given at the International Association of Technological University

Mission statements of 52 institutions are included, arranged into categories of private institutions with under 2,500 students, private institutions with over 2,500 students, public institutions with under 2,500 students, and public institutions with over 2,500 students. (MES)

ED 433 847 IR 057 477

Liu, Yaping Peter, Comp.
Web Page Development and Management. SPEC Kit 246 and SPEC Flyer 246.
PUB DATE- 99
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Design; Foreign Countries; Guidelines; Higher Education; Library Policy; Library Surveys; Material Development; Questionnaires; *Research Libraries; *World Wide Web
IDENTIFIERS- Association of Research Libraries; Canada; *Home Pages; United States; Web Pages; *Web Sites

This SPEC (Systems and Procedures Exchange Center) Kit and Flyer reports results of two surveys conducted in 1996 and 1998 that examined ARL (Association of Research Libraries) member libraries' World Wide Web history, development, use, and activities. Fifty-six out of the then 119 ARL member institutions responded to the 1996 survey, and 68 out of 121 returned the 1998 survey. Results are briefly summarized in the following areas: (1) Web site development, including guidelines for design, software used, and links; (2) Web site management, including Web administrators, Web servers, frequency of updating home pages, and Y2K (year 2000) compliance; and (3) issues and trends, including three phases of Web site development among ARL libraries and recommended components of a library home page. Copies of both questionnaires with responses are included. Representative documents include Web development guidelines and policies from the University of Alberta, University of California-Davis, University of Iowa, Laval University (Quebec), Library of Congress, Massachusetts Institute of Technology, University of Oregon, University of Pennsylvania, Virginia Tech, and University of Washington, as well as home pages from 23 libraries. A list of 11 selected books and journal articles is included. (MES)

ED 433 848 IR 057 478

Soete, George J., Comp.; Zimmerman, Glen, Comp.
Management of Library Security. SPEC Kit 247 and SPEC Flyer 247.
PUB DATE- 99
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Computer Security; Foreign Countries; Higher Education; Library Administration; Library Equipment; Library Facilities; Library Materials; Library Personnel; Library Surveys; Questionnaires; *Research Libraries; Safety; Training
IDENTIFIERS- Association of Research Libraries; Building Security; Canada; *Library Security; United States

This SPEC (Systems and Procedures Exchange Center) Kit and Flyer that focused on the qualifications that community colleges use when hiring economics faculty. The first survey was conducted by mail and includes data from 32 colleges in 15 states. The second survey focused on employment ads from the Chronicle of Higher Education over a 9-month period and includes data from 24 colleges in 14 states. Major findings of hiring requirements from the surveyed institutions include: (1) between 45 and 55 percent require a master's degree in economics as a minimum qualification; (2) over 60 percent have minimum standards that exceed the proposed MCCCD standard of 18 graduate credit hours in economics; (3) over 80 percent require less than three years college teaching experience; and (4) additional hiring preferences include computer literacy, ability to teach in cognate disciplines, related non-teaching experience, and experience with diverse and non-traditional students. Based on the results of the surveys, the authors recommend that MCCCD raise the proposed minimum standards for hiring new full time economics faculty. The minimum requirement should be a master's degree in economics or any master's degree plus 30 graduate credit hours in economics. At least one year of college teaching experience should be required. Appendices include a copy of the mail survey; mail survey results and participants; a copy of Chronicle job listings; and an analysis of job listings. (RDG)

ED 433 867 JC 990 579

Batzer, Lyn Ann
The Effect of Remedial Education Programs on Academic Achievement and Persistence at the Two-Year Community College.
PUB DATE- 97
NOTE- 86p.; Ed.D. Dissertation. Western Michigan University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Academic Achievement; Academic Persistence; Community Colleges; Comparative Analysis; Educationally Disadvantaged; *High Risk Students; Improvement Programs; Program Effectiveness; *Remedial Instruction; *Remedial Programs; Student Behavior; Student Characteristics; Two Year College Students; Two Year Colleges

This study was designed to measure the performance of academically underprepared students who complete remediation, compared with underprepared students who do not complete remediation. The study was conducted on 766 full-time students at Ivy Tech State College, a two-year technical institution in Indiana. All of the students included were academically deficient in reading, writing and/or mathematics based on ASSET scores. Two hypotheses were tested: (1) academically underprepared students who complete remedial courses achieve greater academic success in college than underprepared students who do not complete remediation; and (2) underprepared students who complete remediation persist longer towards educational goals than underprepared students who do not complete remediation. Results showed that students who completed remediation earned higher grades in college-level English and math courses and earned higher cumulative grade point averages than those who did not complete remediation. Students who completed all remediation earned more credit hours than students who completed some remediation. In turn, students who completed some remediation earned more credits than students who completed no remediation. Both hypotheses were supported by the data presented in this dissertation. Contains 57 references and 9 tables. (RDG) participate in external training without employer support. Research indicated labor hire firms did not consider it as their responsibility to provide training to contractors. No evidence showed use of contractors was related to a decline in level of training for employees. (Appendixes contain data source descriptions, regression analyses results, 45 references, and 24 endnotes.) (YLB)

ED 433 424 CE 079 096

Dwyer, Peter; Harwood, Aramiha; Costin, Glen; Landy, Mark; Tousty, Lidia; Wyn, Johanna
Combined Study and Work Paths in VET: Policy Implications and Analysis.
SPONS. AGENCY- Melbourne Univ. (Australia). Youth Research Centre.
PUB DATE- 99
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Education; *Career Planning; *Education Work Relationship; Employment Opportunities; Employment Patterns; Foreign Countries; Postsecondary Education; Questionnaires; *Role of Education; School Business Relationship; Student Attitudes; Student Characteristics; Student Educational Objectives; *Student Employment; Teacher Attitudes; *Vocational Education
IDENTIFIERS- *Australia

This study investigated ways in which Australian vocational education and training (VET) students in the 1990s combined study and work to prepare for future long-term career paths. The study was conducted throughout 1998 in three technical and further education (TAFE) institutes in three states, using the following methods: a survey of about 1,400 students; interviews with about 50 students at each institute; a follow-up survey with other students; and meetings with staff for feedback on findings. The introductory survey indicated that males were focused in engineering and apprenticeships and tended to be more vocationally focused; females took courses in various areas. Despite contrasting circumstances, courses provided, and employment opportunities in the three regions, the majority of students regarded the study and work combination as a fact of life but saw little formal connection between the two. Their TAFEs and employers promoted this lack of formal connection as a fact of life. Many students reported involvement in paid and unpaid work as necessary to establishing a work record to complement their eventual training qualifications. Most students were in paid or unpaid employment and worked 2 or more days per week. Local staff and management personnel in the TAFEs were frustrated with the current system and were willing to rethink the role of VET. Current training arrangements still treated study and work as sequential rather than complementary elements of training and lagged behind student assessments of market demands. (Contains 13 references and 2 questionnaires.) (YLB)

NOTE- 150p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Adult Educators; Adult Learning; Adult Students; Behavioral Objectives; Classroom Techniques; Competency Based Teacher Education; Computer Literacy; Delivery Systems; Foreign Countries; *Information Technology; Instructional Design; Learning Activities; Learning Modules; Nontraditional Students; *Open Education; Postsecondary Education; *Skill Development; Teacher Certification; *Teacher Education; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Great Britain

This open learning pack is designed to help instructors of information technology courses in Great Britain's further education sector to become effective tutors. The pack consists of four learning modules that are each designed to be completed in 30 hours. The modules consist of an introduction that outlines objectives and lists competencies addressed in the module and sections (units of instruction) that include the following: section objectives, instructional text, and exercises. Topics of the modules and sections are as follows: facilitating learning (how adults learn, approaches to learning, feedback, pace and review, supporting older learners); planning and delivering an initial information technology session; teaching methods and information technology (one-to-one teaching, small group teaching, whole-class teaching, demonstrations); designing and delivering an information technology course (introduction to session planning, learning aids, hints and tips, and two levels of information technology content). Appended is a guide to obtaining accreditation through the Open College Network South East Midlands. (MN)

answers regarding educational financing, school reform, accountability, national standards); (6) jobs and job training (inadequacy of the federal response, unemployment insurance, skills and attitudes); (7) the market as cure and/or cause of poverty and welfare; (8) democracy in the workplace (market accountability); (9) government's role in relation to the workplace (enfeebling government, deregulation, privatization); and (10) the next deal (the public's capital, universalism, entitlement spending, international linkages, campaign reform). Each chapter contains references. (MN) the juvenile in the process is not considered. Thus, it is difficult to expect juveniles to change their behavior to fit into a society that refuses to protect them when they are victimized, but is all too eager to punish them when they behave in an inevitably violent manner. A critical theory of juvenile justice that incorporates the perspectives and experiences of juveniles who enter the system is needed to salvage the majority of juveniles who find themselves reaching out for help in the only ways they know how--violence and illegal behavior. (JDM)

ED 433 481 CG 029 418

Wells, Ruth Herman
Education: Don't Start the Millennium without It. Breakthrough Strategies To Teach and Counsel Troubled Youth.
PUB DATE- 98
NOTE- 38p.; Illustrated by Daniel C. Wells.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Choice; Coping; Decision Making Skills; Decision Support Systems; Dropout Programs; Dropouts; Elementary Secondary Education; *Empowerment; Internet; Interpersonal Competence; *Lesson Plans; *Participative Decision Making; Peer Influence; Problem Solving; Skill Development; *Youth Problems

This lesson guide is one in a series for teachers and counselors on teaching problem-solving interventions and coping skills to troubled youth. The series is aimed at training adolescents to succeed while empowering them to avoid the social pressure to drop out of school. The goal of this guide is to convince students they need an education to survive in the new millennium. A list of computer-related terms, a job skill matrix, and earning potential table is included. Contains 20 ready-to-use lesson plans with handouts. Selected lesson titles are: "So, Which Millennium Will You Be Ready For? "Will Your Skills--Or You--Work in the New Century?" "Are You Cool or a Fool if You Decide to Finish School?" "Will Yesterday's Skills Work Tomorrow?" "The More You Learn, The More You Earn." "Buddy, Can You Spare a Mind?" "Get Ready to Travel to the New Millennium." Includes a descriptive list of additional resources available from Youth Change. (JDM)

ED 433 501   CS 013 704

Mosher, Deborah J.
Improving Vocabulary Knowledge and Reading Attitudes in 4th Grade Students Through Direct Vocabulary Instruction.

PUB DATE- 99
NOTE- 59p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; English (Second Language); Grade 4; *Instructional Effectiveness; Intermediate Grades; *Limited English Speaking; Reading Aloud to Others; *Reading Attitudes; Silent Reading; *Student Attitudes; *Vocabulary; *Vocabulary Development; Vocabulary Skills

A program was designed and implemented to improve vocabulary knowledge and attitudes toward reading by focusing on direct vocabulary instruction. The targeted population consisted of 23 fourth grade students in a middle-class suburb north of Chicago. The community is very multicultural, so many of the students speak English as a second language. The problems of poor reading comprehension and lack of vocabulary knowledge were documented through data collected from standardized tests, IGAP scores, and teacher assessment of student performance. Results of analysis of probable cause data indicated that students lack exposure and knowledge of vocabulary and also lack strategies to learn new words. In addition, students did not have sufficient time to free read during the day and to participate in read-aloud sessions with the teacher. Reviews of instructional strategies indicated an overemphasis on definitions as a method of teaching new vocabulary. A review of solution strategies suggested by literature and an analysis of the problem setting resulted in the selection of the following intervention strategies. Teacher directed vocabulary instruction activities will take place on a daily basis, and students will be responsible for individual vocabulary activities. There will also be an increase in time spent each day on silent reading and teacher read-aloud activities. Post intervention data indicated a steady growth in vocabulary by the students. The majority of the students scored in the fifth stanine or above on the final vocabulary test. Providing more silent reading time on a daily basis and providing read aloud time by the teacher also resulted in students' attitudes improving. Contains 26 references and 9 figures of data. Appendixes contain a reading attitudes survey, sample word lists, a sample sheet for vocabulary cards, and a vocabulary worksheet. (Author/SR)

Georgia on the NAEP writing scale was 146 compared to 148 nationwide. (RS)

ED 433 518   CS 216 860

Jerry, Laura J.; Ballator, Nada
NAEP 1998 Writing State Report for Hawaii.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 44p.; "In collaboration with Alfred Rogers." For the entire report covering the nation and the states, see CS 216 850. For highlights of the full report, see CS 216 849. For the 40 separate reports for 36 states, the District of Columbia, Department of Defense Dependent Domestic Schools, Department of Defense Dependent Overseas Schools, and the Virgin Islands, see CS 216 851-890.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 8; Junior High Schools; *National Competency Tests; Public Schools; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results; *Writing Achievement; Writing Research
IDENTIFIERS- *Hawaii; National Assessment of Educational Progress; State Writing Assessments

In 1998 for the first time, the NAEP (National Assessment of Educational Progress) administered a writing assessment at the state level. This report describes the writing achievement of Hawaii eighth-grade students and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments). In Hawaii, 2647 students from 49 public schools were assessed. The writing assessment questions asked for three major kinds of writing: some required narrative, some informative, and some persuasive writing. Each student who participated in the state assessment was given two questions and had 25 minutes to respond to each question. The questions asked students to write in a variety of forms, such as essays, letters, stories, as well as to a variety of audiences, such as teachers, other students, and school boards. The distribution of writing results and writing achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' educational level, free/reduced-price lunch program eligibility, and type of location). The average writing proficiency of eighth-grade public school students in Hawaii on the NAEP writing scale was 135 compared to 148 nationwide. (RS)

CS 216 851-890.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 8; Junior High Schools; *National Competency Tests; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results; *Writing Achievement; Writing Research
IDENTIFIERS- National Assessment of Educational Progress; *Rhode Island; State Writing Assessments

This report describes the writing achievement of Rhode Island eighth-grade students and compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments). In Rhode Island, 2516 students from 50 public schools and 434 students from 20 nonpublic schools were assessed. The writing assessment questions asked for three major kinds of writing: some required narrative, some informative, and some persuasive writing. Each student who participated in the state assessment was given two questions and had 25 minutes to respond to each question. The questions asked students to write in a variety of forms, such as essays, letters, stories, as well as to a variety of audiences, such as teachers, other students, and school boards. The distribution of writing results and writing achievement level results are provided for subpopulations of students (gender, race/ethnicity, students' reports of parents' educational level, free/reduced-price lunch program eligibility, and type of location). The average writing proficiency of eighth-grade public school students in Rhode Island on the NAEP writing scale was 148 compared to 148 nationwide. (RS)

ED 433 553 CS 510 134

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (82nd, New Orleans, Louisiana, August 3-8, 1999). Magazine and Visual Communication Divisions.

PUB DATE- 99

NOTE- 292p.; For other sections of this proceedings, see CS 510 132-153.

LANGUAGE- English

EDRS Price- MF01/PC12 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Activism; *Advertising; American Indians; Body Image; Civil Rights; Foreign Countries; Higher Education; Journalism Education; *Legal Problems; Lesbianism; Periodicals; *Photojournalism; Racial Attitudes; Sex Role; Visual Stimuli

IDENTIFIERS- Digital Retouching (Photography); *Editorial Cartoons; Germany; *Media Coverage; USSR

The Magazine and Visual Communication Divisions section of the Proceedings contains the following 8 papers: "Beefcake, Breadwinner, or Babysitter: A Content Analysis of Male Images in Female-Targeted Magazine Advertising, 1978-1998" (Mikalee Dahle and Jennifer Greer); "The Impact of Larry Flynt: An Overview of One Publisher's Legal Battles" (Amy M. Drittler); "Black in a Blonde World: Race and Girls' Interpretations of the Feminine Ideal in Teen Magazines" (Lisa Duke); "Charles Moore's 'Life' Magazine Coverage of the Civil Rights Movement, 1958-1965" (John Kaplan); "Out of Their Hands: Framing and its Impact on Newsmagazine Coverage of Indians and Indian Activism, 1968-79" (Jennifer Bowie); "Cuddly Bear and Vicious Ape: Soviets and Germans in Editorial Cartoons, 1933-1946" (Samuel P. Winch); "Visual Rhetoric: A Semiotic Evaluation of the Misrepresentation of a Subculture within the Myth of Lesbian Chic in Mainstream Advertising" (Susan Zavoina, Tom Reichert, and Kevin Maly); and "Readers' Perception of Digital Alteration and Truth-Value in Documentary Photographs" (Edgar Shaohua Huang). (RS)

Coverage; Time Magazine; Womens Suffrage

The Status of Women section of the Proceedings contains the following 8 papers: "Coverage of Mars Exploration: Media Messages about Women Scientists" (Karon R. Speckman and Lois A. Bichler); "The Case of President Clinton and the Feminists: Discourses of Feminism in the News" (Dustin Harp); "Liberal Feminist Theory and Women's Images in Mass Media: Cycles of Favor and Furor" (Sandra L. Ginsburg); "Reporting the Birth and Death of Feminism: Three Decades of Mixed Messages in 'Time' Magazine" (Carolyn Kitch); "The Women's Suffrage Movement through the Eyes of 'Life' Magazine Cartoons" (J. Robyn Goodman); "Displaced Persons: Race, Sex and New Discourses of Orientalism in the U.S. Mass Media" (Meenakshi Gigi Durham); "Gender and Cultural Hegemony in Reality-Based Television Programming: The World According to 'A Wedding Story'" (Erika Engstrom); and "Portrayal of Women Using Computers in Television Commercials: A Content Analysis" (Candace White, Katherine N. Kinnick, and Kadesha Washington). (RS) challenges confronted school principals in the establishment of the first democratic governing bodies? What are stakeholders' perceptions of their roles in school governing bodies? and To what extent are capacity-building programs available and in use? To gather data, two research methods were used: case studies and a survey questionnaire. Included in the findings was the discovery that, in 98 percent of schools, the principal acted as the electoral officer as prescribed by the department. (Contains 23 references. Appendices include interview guides and a survey questionnaire.) (RJM)

ED 433 592 EA 030 001

Naidoo, Jordan
Racial Integration of Public Schools in South Africa: A Study of Practices, Attitudes and Trends. EPU Research Paper.
PUB DATE- 96
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Desegregation; *Desegregation Effects; Desegregation Methods; Educational Administration; Educational Policy; Elementary Secondary Education; Foreign Countries; *Local Government; *Public Schools; *School Desegregation
IDENTIFIERS- *South Africa (KwaZulu Natal)

This report examines what is happening in South Africa's schools as they are desegregated. It describes the attitudes of the main stakeholders, and provides an examination of the theoretical concerns and other debates surrounding issues such as multiculturalism and anti-racism. A context for possible approaches to resolving the problems associated with desegregation is also provided. Through interviews with principals, teachers, learners, and parents from primary and secondary schools in KwaZulu-Natal, the paper charts the processes of racial integration. It looks at the history of, and reasons for, school desegregation in South Africa; ascertains and analyzes patterns of access and exclusion in the desegregating schools to determine factors influencing access and exclusion; profiles the extent and patterns of integration in schools and identifies the beneficiaries; ascertains and analyzes the nature and magnitude of the problems associated with integration of schools in so far as parents, learners, teachers, and management are concerned; identifies measures that have been introduced to cope with the problems and assesses their degree of success; and proposes policy options on how racial integration of schools can be enhanced and expedited in order to build a truly nonracial, nonsexist, and democratic system of education. (Contains approximately 165 references. Appendices cite the methodology and list the schools researched.) (RJM)

Future Trends Affecting Education.
PUB DATE- 99
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Administration; Educational Change; *Educational Trends; Elementary Secondary Education; *Governance; School Administration; School Policy; *Trend Analysis

This paper examines various trends and explores how they may affect education. Six specific trends are explored: (1) education trends, in which competition among schools for students, educators, and funds is increasing, calls for education accountability are increasing at all levels, and the demand for education professionals is rising; (2) demographic trends, in which minority students are beginning to form the student majority, school segregation is increasing, disproportionate numbers of children and women are filling the ranks of the poor, and the number of senior citizens is growing; (3) technological trends, in which investments in technology infrastructure and equipment for schools are expanding, transforming what happens in the classroom; (4) economic trends, in which wealth is becoming concentrated in a shrinking elite and the demand for technically skilled workers is high; (5) political trends, in which the call for public accountability is increasing, term limits on governors and state legislators are growing more common, unions are seeking new ways to be effective, the federal government is continuing to devolve power, and distrust of the federal government is rising; and (6) social trends, in which consumer behavior is becoming driven by the desire to self-differentiate and more Americans are espousing the principles of simplicity and community. (RJM)

IDENTIFIERS- Curriculum Compacting; *Differentiated Curriculum (Gifted); Idaho

This manual is designed to help Idaho school districts establish or improve programs for gifted and talented (G/T) high school students. It describes specific program options and administrative issues relating to gifted education. Chapter 1, "Starting and Administering a G/T High School Program," answers common questions about G/T high school programs, provides a seven-step plan for program implementation, and provides practical recommendations that will help G/T high school programs run smoothly. Chapter 2, "Program Options," describes various program options available in G/T high school programs, including: advanced placement courses, the International Baccalaureate Program, mentorship programs, independent study, and leadership program options. The following chapter, "Teaching Strategies," describes various teaching strategies that enhance learning for G/T high school students, including: curriculum compacting, teaching creative and critical thinking, creative problem solving, Socratic questioning, shared inquiry, teaching G/T students in the regular classroom, real-world tasks, curriculum differentiation, and a multiple intelligence approach. The final chapter, "Models," provides a brief summary of two G/T high school models: the Purdue Secondary Model for Gifted Education and the Autonomous Learner Model. The appendix provides information on funding sources, assessment instruments, early college entrance programs, competitions, and miscellaneous opportunities for G/T high school students; forms and examples are also included. (CR)

SLIDE: Skills for Learning Independence in Developmentally Appropriate Environments.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 98
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; *Disabilities; Early Childhood Education; *Early Intervention; Grade 1; Kindergarten; Kindergarten Children; Learning Activities; Parent Participation; *Personal Autonomy; Self Evaluation (Individuals); Self Management; Services; Skill Development; Special Education; Student Evaluation; Teaching Methods; *Transitional Programs
IDENTIFIERS- Developmentally Appropriate Programs

This manual presents instructional strategies developed by Project SLIDE (Skills for Learning Independence in Developmentally Appropriate Environments), a project that identified skills that general education kindergarten teachers found to be critical for students' success in their classrooms. After training in Project SLIDE strategies, students were found to be less likely to need special education services when they reached first grade, had higher social ratings from their teachers, and achieved higher developmental assessment scores. The cornerstone of SLIDE are four intervention strategies that have proven successful at improving children's transitions to their next environment. They target skills critical to children's independence in early educational settings. The strategies target four areas: (1) fostering smoother within-classroom transitions; (2) providing opportunities for practicing independent work; (3) facilitating active engagement during group instruction; and (4) teaching children how to self-assess. This manual devotes an entire chapter to each of these four classroom intervention strategies. Each chapter provides activities, implementation considerations, and a means to evaluate the impact of each component. In addition, the chapter on "Planning for Future Transitions" at the end of the manual discusses parental involvement strategies and assessment information. An appendix includes reproducible masters of key information. (CR)

Plans; *Individuals with Disabilities Educ Act Amend 1997

This digest summarizes changes in the Individuals with Disabilities Education Act (IDEA) in the reauthorization and amendments of 1997, Public Law 105-17. These changes include: participation of students with disabilities in state and district-wide assessment programs, development and review of the individualized education program (IEP), enhanced parent participation in eligibility and placement decisions, streamlined student evaluation and re-evaluation requirements, a required statement of transition service needs for adolescents, availability of mediation for resolving parent-school differences, standards for disciplinary procedures for students with disabilities, and flexible age limits for identifying young children as developmentally delayed. Highlights of the new law are also identified concerning: outcomes and standards (e.g., establish student performance goals and indicators); evaluations and curriculum (e.g., accommodations and modifications needed for assessment participation), procedural safeguards (e.g., parental access to all records of their child); discipline (e.g., temporary suspension of students with disabilities); early intervention and preschool services (e.g., early intervention services in natural environments); and teacher training and preparation (training for primary grade regular teachers). (DB)

Safety (1994). Guidelines address "public" playground equipment installed in parks, schools, childcare facilities, institutions, multiple-family dwellings, restaurants, recreational developments, and other public areas. The checklist does not include equipment in amusement parks, exercise equipment, home playground equipment, or soft-contained play equipment. Information highlights include the definitions of safety terms, a list of tools needed to conduct an inspection, a description of inspection procedures, a daily inspection checklist and general site survey, a surfacing evaluation, modular inspection forms for each type of play equipment, and a sample inspection summary form to document inspection results. The checklist also explains how often to conduct a playground inspection, how hazards should be reported, and how play area accessibility should be evaluated. A bibliography concludes the checklist. (GR) analysis; sociolinguistics and language contact; historical linguistics; metatheory; and interdisciplinary language research. Languages studied include Welsh, Bella Coola, Hungarian, Polish, English, Japanese, Korean, Old and Middle English; Spanish and Uto-Aztecan (Tarahumara). Selected papers include: (1) "The Meaning-Text Approach to the Study of Natural Language and Linguistic Functional Models" (Mel'chuk); (2) "The Organization and Production of Narrative" (Pu); (3) "The Invisible Consonants in 'Cynghanedd' Poetry" (Griffen); (4) "A Phonetic Basis for Cross-Language Patterns in Vowel Rounding" (Hogan); (5) "Discourse and the Making of Grammatical Particles" (Chen); (6) "Four Kinds of Aspect" (Hewson); (7) "'Some' as an Expression of Approximation in English: From Partitive to Approximative" (Duffley); (8) "Alternating Semantic Polarities" (Katz); (9) "Lexical Repetition and the Given/New Distinction in Written English" (Cummings); (10) "Expository Discourse Schema for Scholarly Electronic Messages" (Hwang); (11) "A Psycholinguistic Analysis of Code-Switching" (Belyayeva); (12) "The Reality of the Classification 'Poetry' for Old English" (Collins); and (13) "Verbal Metaphors and Nonverbal Metaphorics: What Can They Teach Us?" (Baider, Roman). (MSE)

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Education; *Adult Learning; Age Differences; Classroom Techniques; Cognitive Style; *Competency Based Education; Educational Background; English; *English (Second Language); Expectation; Job Skills; Learning Motivation; *Literacy Education; Native Speakers; Numeracy; Phonics; Retention (Psychology); Second Language Instruction; Sex Differences; Student Attitudes; Student Characteristics; Student Needs; Vocational English (Second Language); Whole Language Approach

The guide provides adult literacy teachers with background information in adult learning and the performance-based approach to literacy education. The first section reviews theory and research on adult learning, including the factors affecting learning (language background, expectations, gender, learning styles and modes, age and health, educational background), the characteristics and needs of literate and non-literate learners, the differences between teaching English to native speakers and to non-native speakers, and specific classroom techniques for increasing both motivation and retention. The second section outlines the rationale for performance-based literacy instruction and reviews the use of the whole language approach, sight words, and phonics; the role of document literacy (or form language) for this population; numeracy; and employment-related content for beginning readers. Supplementary information is provided in appendixes. (Contains 26 references.) (Adjunct ERIC Clearinghouse on Literacy Education) (MSE)

ED 433 751 HE 032 301

Jonas, Peter M.; Weimer, Don

Non-traditional vs. Traditional Academic Delivery Systems: Comparing ETS Scores for Undergraduate Students in Business Programs, 1996-1999. AIR 1999 Annual Forum Paper.

PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Business Administration Education; College Outcomes Assessment; Higher Education; Majors (Students); *Nontraditional Education; Nontraditional Students; Program Effectiveness; Undergraduate Students; Undergraduate Study
IDENTIFIERS- *AIR Forum; *Major Field Achievement Test in Business

This two-year study involving five colleges and universities compared the academic achievement, as measured by the Educational Testing Service (ETS) Major Field Achievement Test (MFAT) in Business of students in traditional undergraduate programs and those in non-traditional accelerated adult degree programs. The study also compared the subjects' test results with national norms and analyzed the relationship of the MFAT and grades in traditional and non-traditional business programs. In Phase 1, 122 traditional undergraduate students and 209 non-traditional students took the pre-assessment ETS MFAT and 81 students completed the post-assessment MFAT. Undergraduate non-traditional students averaged slightly higher on the ETS MFAT pre-assessment than did traditional undergraduate students. During Phase 2, 173 of the students who took the ETS test originally re-took it after completing their major courses. This study compared matched pairs of traditional/non-traditional students and also found that non-traditional students scored higher on the post-assessment than did traditional students. Results indicate that students in non-traditional accelerated business programs score as well, if not better, than traditional students in business programs at the same institutions. (Contains 19 references.) (DB)

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alumni; Data Analysis; *Graduate Surveys; Higher Education; *Institutional Research; *Research Methodology; *Response Rates (Questionnaires)
IDENTIFIERS- *AIR Forum

This paper describes the strategies used at the University of Puerto Rico (Humacao) to overcome limitations resulting from a low response rate to their alumni surveys. Evaluation of earlier experiences with alumni studies led to identification of two principles for effective alumni studies: (1) the alumni study has to be a collaborative effort between the faculty in the academic programs and the institutional researchers, and (2) graduates' loyalty is more to their faculty and their programs than the institution as a whole. The revised approach utilized a questionnaire evaluating both the institution and the specific program. It addition to the questionnaire, the approach used focus groups and personal interviews. Findings indicated: increases in response rates from 28 percent to 41 percent for one-year graduates and from 12 percent to 33 percent for three-year graduates; increases in faculty participation from 6 departments (46 percent) to 12 departments (92 percent), and implementation of a new institutional study of employers and graduate schools. (Contains 30 references and 7 tables.) (DB)

30-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; *College Transfer Students; Comparative Analysis; Dropout Research; Dropouts; Grade Point Average; Graduation; Higher Education; School Holding Power
IDENTIFIERS- *AIR Forum

This study compared the academic achievement and retention of transfer students and native students at one university on a class-by-class basis for: (1) returning native and returning transfer students and (2) returning native and new transfer students. These comparisons are intended to take into account expected lower freshman retention rates and expected lower retention rates of first-year students at this particular institution, as well as differential access to such resources as financial aid and housing. Outcome measures used to assess student success were retention and graduation after one year, cumulative grade point average, and whether the student was academically dismissed. The study found that transfer students, as a group, performed less well than native students on all four outcome measures, and that academic performance for both native and transfer students increased by class level. Depending on which additional factors are considered, transfer students are retained at rates 1 to 9 percent lower than native students; graduate at rates 2 to 8 percent lower than native students; earn grade point averages 1/10 to 2/10 of a grade point lower; and are academically dismissed at rates 3 to 6 percent higher. These performance differences are somewhat reduced after taking into account access to housing and financial aid resources. (Contains 14 references and 7 tables.) (DB)

Management: 'Sharing Knowledge is Power'"; "Emotional Intelligence in KM"; "KM on the Road: Perspectives of a KM Consultant"; "The Company Role as a School"; "Profile on Human Resources: Relationships Are Key to Results"; "KM with a Consultant: An Interview with Teltech"; "Securing Your Intellectual Property"; and "So You Want Some KM Training?" Most issues also list selected recent electronic and print resources on KM. (MES)

ED 433 810 IR 057 440

Oregon Intellectual Freedom Clearinghouse: Tenth Annual Report. July 1, 1996-June 30, 1997.
PUB DATE- 97
NOTE- 10p.; Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Censorship; Elementary Secondary Education; *Intellectual Freedom; Learning Resources Centers; Library Collections; *Library Materials; Literature; *Public Libraries; Publications; Reading Materials; School Libraries; *State Agencies; State Libraries
IDENTIFIERS- *Oregon

This Tenth Annual Report on activities of the Oregon Intellectual Freedom Clearinghouse begins with the goal, objectives, and scope and methodology of the Clearinghouse followed by a summary of the challenges against library materials that were reported and took place between July 1, 1996 and June 30, 1997. Details about each challenge reported by public libraries and school library media centers during the year are presented alphabetically by title. A statistical snapshot of Clearinghouse data since its inception in May 1987 is given, followed by a 5-year overview of challenges to library materials in Oregon, based on data reported since July 1, 1992. Four charts analyze the data in this section. Other issues in intellectual freedom in Oregon in 1996-97 are then highlighted. (AEF)

Libraries IATUL Conference (Chania, Greece, May 17-21, 1999) Volume 19; see IR 057 443.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Electronic Libraries; Foreign Countries; Higher Education; Information Technology; Library Collection Development; Program Implementation; Public Libraries; Special Libraries
IDENTIFIERS- Australia; *Digital Data; *Digital Technology; Technology Implementation

Supervision of library digitization is the focus of this paper. First outlined are the definition, formalization, implementation, and completion phases of project management. Descriptions of management decisions involved in digitization projects follow on matters such as: collection analysis, resourcing, project personnel, production, access and metainformation, and intellectual property. These procedures to be formalized and implemented in digitization projects are then highlighted: selection for digital conversion, plan approach, produce digital collection and access aid, store in digital archive, create framework, assemble digital collection, test and refine, and release. Projects in Australian public, academic, and special libraries are then noted. The paper provides the following pointers for libraries embarking upon digitisation programs: policy framework, training, standards, application, and monitoring. (Contains 16 references.) (AEF)

reports results of a survey conducted in January 1999 that examined how ARL (Association of Research Libraries) member libraries assure the safety and security of persons, library materials, physical facilities, furnishings, computer equipment, etc. Forty-five of the 122 ARL member libraries responded to the survey. Results are summarized in the areas of planning, managerial personnel, day-to-day management, and evaluation. A checklist suggests inexpensive strategies to improve security. A copy of the questionnaire with responses is provided. Representative documents include: (1) general policy or purpose statements from the Library of Congress, National Library of Canada, and University of New Mexico; (2) rules of conduct from Georgia Tech University and McMaster University (Ontario); (3) personnel roles and responsibilities from the University of New Mexico and University of Texas; (4) emergency manuals from the Massachusetts Institute of Technology, Ohio State University, Georgia Tech University, Purdue University (Indiana), University of Rochester (New York), and University of Texas; (5) incident report forms from Ohio State University, University of Rochester, University of Texas, Washington University (Missouri), University of Nebraska-Lincoln, and York University (Ontario); and (6) training aids from the Library of Congress and University of Texas. A list of selected book, journal, and web site resources is included. (MES)

ED 433 868 JC 990 580

Green, D. Wayne
Policy Governance--An Example of the Learning Paradigm in Action.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Learning Paradigm Conference (San Diego, CA, January 10-12, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Educational Policy; *Governing Boards; Higher Education; *Instructional Effectiveness; *Learning Processes; Models; Student Experience; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Paradigm Shifts

This essay describes benefits of the Learning Paradigm and discusses policy governance as an example of this paradigm. In education, the current dominant paradigm is known as the "Instruction Paradigm." According to this paradigm, instructors should serve to transfer information and offer some practice using this information in such a manner that allows acquisition of material. Information presented in the proper manner will bring about a "paradigm shift" on the part of the student. The problem with the Instruction Paradigm is that students are not able to give meaning successfully to new information because the information is outside their current realm of thinking. In contrast, the "Learning Paradigm" described by Robert Barr and John Tagg suggests that instructors should have a more hands-off approach. Instructors should create learning environments and situations that will elicit student self-learning and development of knowledge. In the Policy Governance model employed by many community college boards, the board members primarily develop the organizational mission and operating policies. The CEO is responsible for implementing policies and managing the organization. Policy Governance is a type of Learning Paradigm since the board (like the instructor), should oversee goals but allow the CEO (like the student) to develop solutions through independent actions. The appendix contains a comparison of the two educational paradigms from "Teaching to Learning: A New Paradigm for Undergraduate Education" (Barr and Tagg). (RDG)

ED 433 869 JC 990 581

Foothill-De Anza Community College District Hazardous Materials Program Review and Future Direction.
PUB DATE- 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Air Pollution; *Community Colleges; Educational Change; *Educational Environment; Educational Facilities; Educational Planning; Environment; Environmental Education; Environmental Scanning; *Environmental Standards; Futures (of Society); *Hazardous Materials; Institutional Administration; Long Range Planning; Pollution; *State Regulation; State Standards; Statewide Planning; Two Year Colleges
IDENTIFIERS- *Foothill de Anza Community College District CA

This document provides a historical perspective on the Foothill-De Anza Community College District Hazardous Materials Program. Prior to the 1990's, the State College and Community College system were basically exempted from nearly all local regulatory compliance efforts. State enforcement of environmental regulations at the community college level was minimal, and largely voluntary, on an oversight basis. In 1990, the conditions found locally were representative of the Community College System as a whole. The first Five Year Environmental Plan was drafted in 1990. This plan laid out a vision of the future which could potentially turn the rising tide of environmental concern and chemophobia into a vital and aware adjunct of the dual campus district. The plan laid out the environmental needs of the district, providing a blueprint of what modifications would be necessary to bring its operations up to code and conforming with regulatory requirements, along with projected costs to implement the program, and an aggressive schedule of accomplishments. The climate of environmental change has continued to foster more regulation. The report outlines a list of items to be accomplished in the future. (VWC)

ED 433 870 JC 990 584

Lindholm, Jennifer
Preparing Department Chairs for Their Leadership Roles. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Role; College Administration; College Faculty; *Community Colleges; *Department Heads; *Educational Change; *Leadership Responsibility; Training; Two Year Colleges
IDENTIFIERS- ERIC Digests; North Carolina State University

The digest is drawn from "Preparing Department Chairs for Their Leadership Roles," a "New Directions for Community Colleges" volume. Two main issues regarding community college department chairs are discussed: role-related issues facing new department chairs, and training and development programs that aid in

ED 433 888 JC 990 603

Knutzen, Judi; Stroup, Jill
Columbia Basin College Facts & Impacts: 1999 Report to the Tri-Cities Community.
PUB DATE- 99
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; College Administration; College Environment; College Transfer Students; Community Colleges; *Degrees (Academic); *Educational Finance; *Enrollment; Higher Education; Program Implementation; School Community Relationship; *Student Characteristics
IDENTIFIERS- *Columbia Basin College WA

The administration of Columbia Basin College (CBC) that serves Benton and Franklin Counties in Washington State compiled an annual report for 1999 on the status and accomplishments of the college. Founded in 1955 as part of the public school system, CBC now serves about 12,500 students each year in over 50 academic and technical fields, and offers associate degrees and technical certificates in a variety of fields. Columbia Basin College students can contract with Washington State University to complete a bachelor's degree without leaving the Tri-Cities. The college maintains campuses in Pasco and Richland. Highlighted facts from the report include: (1) Columbia Basin College offers 26 applied science degree programs and 22 vocational certificate programs of study; (2) the college awarded 15,185 associate degrees between 1957 and 1998; (3) in the 1997-98 academic year, enrollment was at 11,334 students, 56 percent of whom were female; (4) the average age of students was 31 years in 1998; and (5) in 1996, 85 percent of vocational graduates were employed 9 months after leaving CBC. Cultural enrichment programs, student services, and extra-curricular activities are described. A report on the economic impact of CBC on the Tri-Cities community, business partnerships, and the CBC Foundation is included. (CB)

ED 433 889 JC 990 604

Columbia Basin College Student Performance on the Washington State University Writing Portfolio, 1993-1998.
PUB DATE- 98
NOTE- 8p.; Report released by the Columbia Basin College Office of Institutional Research and Marketing.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *College Outcomes Assessment; College Transfer Students; Community Colleges; Evaluation Methods; Higher Education; *Portfolio Assessment; *Student Evaluation; Writing Ability; Writing Achievement; *Writing Evaluation
IDENTIFIERS- *Columbia Basin College WA; *Washington State University

This report examines the writing portfolio evaluations (administered between 1993-1998) of former Columbia Basin College (CBC) students who transferred to Washington State University (WSU). The WSU writing portfolio acts as a diagnostic aid to assure that all students can be successful college writers. The evaluation is required of all WSU students

ED 433 908 PS 026 928

Sylwester, Robert
Robert Sylwester on Electronic Media and Brain Development. Windows to the Mind, Volume 2. Videotape .
PUB DATE- 97
NOTE- 0p.; For Volume 1, see PS 026 927.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Brain; Children; Computers; Emotional Response; Environmental Influences; Internet; *Mass Media Effects; Television Viewing; Videotape Recordings
IDENTIFIERS- *Brain Development; *Electronic Media

This videotape explores the influence of electronic media on children's cognitive development. Posing the "cyberworld" as both a window to the greater world and a mirror to the students' world, the first part of the video examines electronic media and the brain's response systems. This part notes the brain's two response systems--the cortex, or reflective, and the cerebellum, or fast, stress responses such as hunger satisfaction, sexual responses, and "fight or flight." This section notes that electronic media tends to exploit this fast, emotion/fear system (violence, sexuality, food) rather than the slow, reflective part of the brain. The video concludes that children safely grounded in the real world will make a distinction between their reality and the one portrayed in the media, whereas children from violent, unpredictable, and/or sexualized environments will bring that sense of immediacy to the electronic media and be influenced accordingly. The video concludes by posing four questions for discussion: (1) How can we best facilitate children's exploration of their natural world to develop the neurons necessary for processing it, and to explore the cyberworld to develop its required coping skills? (2) What can be done to speed up schools' shift to electronic media as primary communication tools? (3) How can we best deal with real-world elements of violence and sexuality in media? and (4) How can we balance children's needs to master computer skills with the dangers of what they might encounter (e.g., controlled databases, pornography, false identities). The accompanying discussion guide provides background and supplementary material for leading a discussion after viewing the video. (HTH)

ED 433 909 PS 027 143

Wolkoff, Sandra, Ed.; Schwartzberg, Neala S., Ed.
Parent and Preschooler Newsletter: A Monthly Exploration of Early Childhood Topics, 1995-1998.
PUB DATE- 98
NOTE- 305p.; Published monthly. Volume 11 has only 10 issues. Many issues have "en Espanol" versions appended.
LANGUAGE- English; Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Collected Works - Serials (022)
DESCRIPTORS- Anxiety; Brain; Child Development; Child Health; *Child Rearing; Depression (Psychology); Emotional Development; Learning Activities; Newsletters; Nutrition Instruction; Parent Child Relationship; *Parenting Skills; Play; *Preschool

ED 433 927 PS 027 887

Beaulieu, John E.; Granzin, Alex; Romaine, Deborah S.
Working Parents Can Raise Smart Kids: The "Time-Starved" Parent's Guide to Helping Your Child Succeed in School.
PUB DATE- 99
NOTE- 216p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Problems; Childhood Needs; Elementary Secondary Education; *Employed Parents; Family Work Relationship; Homework; Parent Attitudes; *Parent Influence; *Parent Participation; Parent Responsibility; Parent Role; *Parent School Relationship; *Parent Student Relationship; Parenting Skills; Student Attitudes; Student Responsibility; Television Viewing; Time Management

Noting that parents are as important to children's success as teachers, this book suggests ways busy parents can support their children's learning. Chapter 1, "What's a Time-Starved Parent To Do?" discusses the demands on parents' free time, the child's role in learning, the parent's role in helping children learn, and the importance of parent participation. Chapter 2, "Ready to Learn," explores the importance of proper rest, nutrition, and physical activity. Chapter 3, "Building Positive Attitudes toward School," suggests ways to help children be receptive to school, including showing the child the importance of learning in the parents' lives. Chapter 4, "Furnishing Your Home for Learning," suggests using games to enhance learning and creating a home library. Chapter 5, "Opportunities To Learn: Making the Best Use of Available Time," suggests looking for natural opportunities to share learning experiences with children. Chapter 6, "Building 'Little Engines Who Can'," discusses ways to encourage children, including helping children become responsible and helping children overcome mistakes. Chapter 7, "Developing a Partnership with Your Child's School," discusses the importance of parent participation, including attending school functions. Chapter 8, "Homework," discusses the reasons for homework, the best time for homework, and how much help parents should give children. Chapter 9, "So You Want To Help Your Child with Schoolwork," discusses when and how to help children with schoolwork. Chapter 10, "Learning and Television," discusses setting viewing limits and making viewing interactive. Chapter 11, "When Your Child Has Problems," suggests ways to distinguish minor from major problems and various strategies to deal with problems. Chapter 12, "Finding More Time," talks about managing time, including tips to make meals less time-consuming and ways to spend less time on appointments and errands. Appendices list educational games and Web sites for children. The book concludes with a list of 71 recommended books. (LPP)

ED 433 928 PS 027 888

Anicich, Maggie; Kirk, Rea
Cultural Awareness Education in Early Childhood Education.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Conference of the Association for Supervision and Curriculum Development (54th, San Francisco, CA, March 6-9, 1999).

ED 433 945 PS 027 928

Pruett, Kyle D.
Me, Myself and I: How Children Build Their Sense of Self. 18 to 36 Months. Goddard Parenting Guides.
PUB DATE- 99
NOTE- 234p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Brain; Child Development; Child Rearing; *Competence; Discipline; *Emotional Development; Emotional Experience; Individual Development; Nature Nurture Controversy; *Parent Child Relationship; Parent Materials; Personal Autonomy; Personality; Personality Development; *Self Concept; Self Esteem; Sex Differences; *Toddlers
IDENTIFIERS- Brain Development

This book provides practical help for parents to enhance their toddler's growth and development. Chapter 1, "The Importance of Being Two," explains why toddlerhood is the best time for providing an emotional foundation. Chapter 2, "The Young Child's Brain and Mind," discusses how recent findings on brain development have changed thoughts about growth, nature, nurture, and personality. Chapter 3, "Temperament and Style," discusses how to identify parent and child temperament and style and how children's temperament shapes their perception of the world and their connection to parents. Chapter 4, "'Me Do!'," focuses on the roots of autonomy, self-reliance, self-regard, and the difficulties two-year-olds present for parents. Chapter 5, "The Thinker," describes learning, memory, curiosity, and intelligence and their measurement. Chapter 6, "Communication through Show and Tell," discusses language explosions and difficulties toddlers have in saying what they mean. Chapter 7, "Play, Learning, and the Dawn of Imagination," focuses on the role of play and differentiating the real from the imaginary. Chapter 8, "Limits and Affection," addresses the power of relationships in shaping children's behavior and sense of self, negotiation with toddlers, and spoiling. Chapter 9, "The World beyond Mom and Dad," focuses on the power, effect, and variety of experience with other caregivers. Chapter 10, "Boys and Girls Together," discusses sex differences, gender identity, and behavior management. Chapter 11, "A World of Difference," discusses how culture, tradition, and family style shape how one's parents and how children develop. Chapter 12, "Ages and Stages," highlights how growth in cognitive, emotional, and social areas occurs and meshes chronologically. (KB)

ED 433 946 PS 027 929

Ramey, Craig T.; Ramey, Sharon L.
Right from Birth: Building Your Child's Foundation for Life. Birth to 18 Months. Goddard Parenting Guides.
PUB DATE- 99
NOTE- 272p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-

ED 433 962 PS 027 972

Repinski, Daniel J.; Kucharczak, Kristy; Laing, Rebecca; Boyce, MaiLan
Sibling and Parent Behavior as Predictors of Adolescents' Problem Behavior and Academic Achievement.
PUB DATE- 99
NOTE- 15p.; Poster presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Adjustment (to Environment); *Adolescent Development; *Adolescents; *Behavior Problems; Delinquency; Fathers; Friendship; Grade 7; Junior High Schools; *Parent Child Relationship; Parent Influence; Predictor Variables; *Sibling Relationship; Siblings; Social Adjustment
IDENTIFIERS- Adolescent Behavior

This study examined the degree to which parent behavior and sibling behavior are differentially related to adolescent adjustment. Using reports from adolescent sibling pairs (41 seventh graders and an older sibling), this study was designed to examine the degree to which parent and sibling behavior (i.e., warm/supportive and hostile) uniquely, and in combination, were related to adolescents' academic achievement, problem behavior, and association with delinquent friends. Participants provided self-reports of their own, their parents', and their siblings' behavior, their own and their friends' problem behavior, and their own academic achievement. For both seventh graders and their siblings, parents' behavior predicted more variability in problem behavior and association with delinquent friends than it did in academic achievement. Across models, fathers' hostile behavior emerged as a significant predictor of both problem behavior and friends' problem behavior. Siblings' hostile behavior was a significant predictor of academic achievement for both groups of adolescents; however, it was a significant predictor of problem behavior and association with delinquent friends only for the older siblings. For the older siblings, the seventh graders' warm/supportive behavior predicted academic achievement. When parents' and siblings' behavior were considered in combination, seventh graders' and fathers' hostile behavior emerged as significant, unique predictors of the older siblings problem behavior. Moreover, the seventh graders' warm/supportive and hostile behaviors emerged as significant, unique predictors of the older siblings' academic adjustment. (Author)

ED 433 963 PS 027 973

Huddleston, Rich; Duran, Angela
Breaking the Cycle: A Special Report by Arkansas Kids Count.
SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.
PUB DATE- 99
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Children; Family Financial Resources; Program Effectiveness; Program Evaluation; Program Implementation; *Welfare Recipients; *Well Being

ED 433 981 RC 022 070

Horsman, Helen
Learning Together in Multi-Level Classrooms.
PUB DATE- 97
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; Continuous Progress Plan; Elementary Secondary Education; Foreign Countries; *Multigraded Classes; Nongraded Instructional Grouping; Student Centered Curriculum; Student Evaluation; *Teacher Effectiveness; Teaching Methods; *Thematic Approach
IDENTIFIERS- *Authentic Assessment; Saskatchewan

In Saskatchewan, a growing number of schools contain split-grade or multi-grade classrooms. This resource is designed to help teachers develop a vision of how successful teaching and learning can occur in multi-level classrooms. It provides teachers with practical applications that support an environment that is learner-centered. The first four sections define multi-level classrooms; discuss the keys to teaching success; address opportunities and challenges; and look at the classroom as a community of learners. The last sections focus on curriculum and instruction, timetabling, and assessment. The section on curriculum and instruction discusses curriculum mapping, thematic teaching, independent study, peer tutoring, experiential learning, and other topics. It also examines effective ways to ensure that students achieve objectives in required areas of study. Goals for English language arts, mathematics, science, social studies, arts education, physical education, and health are presented. Continuous, ongoing assessment is essential in any classroom. Techniques that are representative ways to conduct effective evaluation and assessment in a multi-level classroom are summarized. Approaches to authentic assessment are also discussed, including the use of rubrics. Practical examples are included in each section. Multi-level resources available from the Stewart Resources Centre in Saskatoon are listed. (Contains 32 references.) (CDS)

ED 433 982 RC 022 072

Harmsworth, Garth
Indigenous Values and GIS: A Method and a Framework.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Access to Information; Confidentiality; *Cultural Maintenance; Cultural Relevance; *Database Management Systems; Foreign Countries; *Information Management; Land Use; *Maori (People); Participatory Research
IDENTIFIERS- *Geographic Information Systems; *Indigenous Knowledge Systems; New Zealand

A great deal of traditional indigenous knowledge is being irretrievably lost in New Zealand as the Maori elders age and pass away. There has been a resurgence of interest on the part of the Maori in recording traditional knowledge, particularly at the local or community level, and using new technologies to make aspects of traditional knowledge available to future

ED 433 999 SE 062 793

Angiama, R. O.
Views on Adults Re-Learning Mathematics: A Comparative Study.
PUB DATE- 98
NOTE- 47p.; Paper presented at the Annual Adults Learning Mathematics Conference (5th, Utrecht, Netherlands, July 1-3, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Foreign Countries; Mathematics Achievement; Mathematics Anxiety; Mathematics Instruction; Postsecondary Education; *Probability; *Statistics; Teaching Methods
IDENTIFIERS- Goldsmiths College (England); Great Britain

This paper is based on the on-going research, work, and teaching carried out in the Mathematics Foundations Course (MFC) at Goldsmiths College, University of London. Teaching is a very intimate and rewarding experience for the mathematics lecturer as well as for the adult student. Mathematics lecturers and adults should be challenged by their experiences, and adult students of mathematics in particular should be empowered and rewarded for their efforts. Focus is placed on "Comparative Mathematics" education and teaching received from the perspectives of adult students' views about themselves as well as their views on the teachers who teach them. It is argued that much of the debate about adults' access to and performance in higher education concerns Humanities and Social Science students. Mathematics, despite its importance as an essential pre-requisite for studying science and technology, has been absent from the discussion. In their study, students reached conclusions about how adults see their own mathematical backgrounds, recorded and celebrated some of their achievements, and indicated some grounds for optimism about how likely they are to achieve in the field. They made suggestions about how adult learners of mathematics might best be prepared to make decisions about the suitability of mathematics courses for them. Students believe that this is a basis for some important practical conclusions for practitioners advising and supporting adult students. This study looked at a group of adults' return to Re-Learning Mathematics with the hope of gaining access to the BSc Mathematics and Statistics degree Course at Goldsmiths College, University of London. The paper concludes, by selecting three major theories that have some bearing on the selection of content and how it is taught, and characterizes these contexts as essentialism, encyclopedism, and pragmatism to include the general position in order to identify constituent curriculum theory. (Contains 36 references.) (Author/ASK)

ED 434 000 SE 062 794

Angiama, R. O.
Teaching Adult Students Mathematical Investigation--1.
PUB DATE- 95
NOTE- 17p.; Paper presented at the Annual Adults Learning Mathematics Conference (2nd, Exeter, England, United Kingdom, July 7-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

ED 434 023 SE 062 857

Bug City: Crickets, Grasshoppers & Friends Videotape .
PUB DATE- 98
NOTE- 0p.; Hosted by Christina Ricci; featuring Dr. Art Evan. For other tapes in series, see SE 062 852-861.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Animal Behavior; Biology; Ecology; Elementary Education; *Entomology; *Habitats; Science Activities; Science Instruction; *Scientific Concepts; Videotape Recordings; *Wildlife; Zoology
IDENTIFIERS- *Crickets; *Grasshoppers

"Bug City" is a video series created to help children (grades 1-6) learn about insects and other small critters. All aspects of bug life are touched upon, including body structure, food, habitat, life cycle, mating habits, camouflage, mutualism (symbiosis), adaptations, social behavior, and more. Each program features dramatic microscopic photography and fun commentary and bug facts. The topic of this lesson is crickets, grasshoppers, and related insects, and contains information on the incredible jumping, chirping, and camouflaging skills of these insects. A demonstration of how to make a cricket habitat and a discussion of how to keep a pet cricket is also given. A teacher's guide, which is included with the video, may be downloaded from the Internet. (WRM)

ED 434 024 SE 062 858

Bug City: Flies & Mosquitoes Videotape .
PUB DATE- 98
NOTE- 0p.; Hosted by Christina Ricci; featuring Dr. Art Evans. For other tapes in series, see SE 062 852-861.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Animal Behavior; Biology; Ecology; Elementary Education; *Entomology; *Habitats; Science Activities; Science Instruction; *Scientific Concepts; Videotape Recordings; *Wildlife; Zoology
IDENTIFIERS- *Flies; *Mosquitoes

"Bug City" is a video series created to help children (grades 1-6) learn about insects and other small critters. All aspects of bug life are touched upon, including body structure, food, habitat, life cycle, mating habits, camouflage, mutualism (symbiosis), adaptations, social behavior, and more. Each program features dramatic microscopic photography and fun commentary and bug facts. The topic of this lesson is flies and mosquitoes and contains information on the anatomy, life cycle, and life style of flies. A demonstration of how to build a fruit fly trap and raise fruit flies is also given. The teaching guide, which is included with the videos, may be downloaded from the Internet. (WRM)

ED 434 025 SE 062 859

Bug City: House and Backyard Insects Videotape .
PUB DATE- 98
NOTE- 0p.; Hosted by Christina Ricci; featuring Dr. Art Evans. For other tapes in series, see SE 062 852-861.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

ED 434 048 SO 030 807

Saccardi, Marianne
Art in Story: Teaching Art History to Elementary School Children.
PUB DATE- 97
NOTE- 313p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Activities; Art Education; *Art History; Curriculum Guides; Dramatics; Elementary Education; Instructional Materials; Integrated Activities; Interdisciplinary Approach; *Language Arts

Integrated art history and language arts activities are presented in this curriculum guide. The art history content is chronologically organized by units: (1) "Art of the Ancient World"; (2) "Arts of the East and Africa"; (3) "Art of the Middle Ages and the Renaissance"; (4) "Five European Masters"; (5) "Impressionism and Post-Impressionism"; (6) "The Art of America"; (7) "The Art of Mexico"; and (8) "Art of the Twentieth Century." Each unit begins with background information for the teacher followed by lessons that include a children's story about the art or artist being studied. Teachers are instructed to begin each lesson by telling students the story. This is to be followed by art viewing, journal writing, and art making activities. Suggestions for these activities are given. Ideas for interdisciplinary activities and an annotated list of references conclude each lesson. Appendices give information relevant to "Using the Internet to Study Art" and "Sources for Audiovisual Materials." A general bibliography and index conclude the text. (MM)

ED 434 049 SO 030 822

Boardman, Andrea
The U.S.-Mexican War (1846-1848). Curriculum Package .
PUB DATE- 98
NOTE- 347p.; Accompanying 240 minute indexed videotape set not available from EDRS.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Foreign Countries; Secondary Education; Social Studies; *United States History; War
IDENTIFIERS- Mexican History; *Mexican War; *Mexico

This teacher's guide accompanies the Public Broadcasting Service (PBS) four episode videotape documentary about the U.S.-Mexican War (1846-1848). The documentary tells the story of a war that transformed a continent; and a war in which Mexico lost almost half of its national territory to the United States. The guide introduces the documentary's major themes through 4 lessons which focus on the social, cultural, and economic forces that shaped each country and its peoples during that crucial era. The curriculum covers the sweep of the war from multiple perspectives of Americans, Mexicans, and Native Americans, and considers how the war's outcome not only transformed the boundaries of Mexico and the United States, but also shifted the balance of world powers and shaped the destinies of each

ED 434 068 SO 031 071

Social Studies: Grades 4, 8, & 11. Content Specifications for Statewide Assessment by Standard.
PUB DATE- 98
NOTE- 53p.; Contains light print.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Benchmarking; Elementary Secondary Education; Grade 11; Grade 4; Grade 8; *Social Studies; *State Standards; *Student Educational Objectives; *Student Evaluation
IDENTIFIERS- *Missouri

This state of Missouri guide to content specifications for social studies assessment is designed to give teachers direction for assessment at the benchmark levels of grades 4, 8, and 11 for each standard that is appropriate for a statewide assessment. The guide includes specifications of what students are expected to know at the benchmark levels of grades 4, 8, and 11 for each of the seven "Show-Me" Social Studies Knowledge Standards. Recommendations for how the "Show-Me" Performance Standards may be addressed in social studies classrooms are given. A glossary of terms, primarily related to technical social studies terms used in the second part of this guide, is included. The seven standards cited in the guide are knowledge of: (1) the principles expressed in documents shaping constitutional democracy in the United States; (2) continuity and change in the history of Missouri, the United States, and the world; (3) principles and processes of governance systems; (4) economic concepts (including productivity and the market system) and principles (including the laws of supply and demand); (5) major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and the environment; (6) relationships of the individual and groups to institutions and cultural traditions; and (7) the use of tools of social science inquiry (such as surveys, statistics, maps, documents). (BT)

ED 434 069 SO 031 104

Fife, Brian L.
Stressing the Importance of Public Affairs Knowledge in an Era of Declining Political Interest.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship Education; *Federal State Relationship; Higher Education; *Ideology; Political Attitudes; *Political Issues; *Politics; *Public Affairs Education; Undergraduate Study

Public affairs instructors must routinely contend with the reality that stressing the importance of political knowledge is challenging in an era of declining student interest in politics and political institutions. Yet enhancing students' knowledge about public affairs can stimulate more interest and engagement in public affairs, particularly if instructors illustrate the

ED 434 088   SP 038 773

Picklesimer, Billie K.; Williams, Jane L.
School Violence in Japan and the United States: Sharing American Practice with Japanese Teacher Educators.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Japan-United States Teacher Education Consortium (JUSTEC) Conference (Honolulu, HI, August 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Training; Elementary Secondary Education; Foreign Countries; Higher Education; Preservice Teacher Education; *School Counselors; *Student Behavior; Teachers; *Violence
IDENTIFIERS- *Japan; Middle Tennessee State University; Risk Reduction

In December 1998, faculty from Middle Tennessee State University visited the Faculty of Education at Fukushima University in Fukushima, Japan. The purpose of the visit was to share with Japanese educators the processes through which school counselors are trained to deal with school violence in the United States. Because school staffing patterns differ considerably in the two countries in addressing the potential for school violence, Japanese school staff who attended the conference were primarily from three populations: school nurses, homeroom teachers, and retired teachers (none of whom would have been the primary school staff to address the issue of school violence in the United States). This paper describes: (1) school counseling in the United States; (2) the counselor training program at Middle Tennessee State University; (3) developmental school counseling programs; (4) fundamental counselor interventions and staff representation; and (5) concerns regarding staff members who would take on the school counselor role in Japan, counselor training, and the school counselor's effectiveness in dealing with school violence. Two appendixes present core areas in the university's school counseling program and a comparison of U.S. and Japanese school staffing patterns. (SM)

ED 434 089   SP 038 774

Soares, Louise M.; Soares, Anthony T.
Teaching in the Millennium.
PUB DATE- 98
NOTE- 51p.; Paper presented at the Summer Meeting of the Association of Teacher Educators (San Antonio, TX, August 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Administrators; Charter Schools; *Educational Administration; *Educational Technology; Extended Teacher Education Programs; Graduate Study; High Schools; Higher Education; *Preservice Teacher Education; Principals; Public Education; *Role of Education; Teacher Role; Teachers; Teaching (Occupation)

This paper presents a model for teaching in the new millennium. The model comprises 9 years of in-depth study, field

ED 434 109 SP 038 797

Whitehead, Jack
How Can School and University Teachers Reconstruct Educational Knowledge?
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Educational Research; Educational Theories; Elementary Secondary Education; Faculty Development; Foreign Countries; Higher Education; Knowledge Base for Teaching; Teacher Improvement; *Teacher Researchers; *Teachers

This paper argues that school and university teachers could become part of a unified profession of educators through the creative and critical contributions of a new discipline of educational inquiry to the professional knowledge base for teaching. The first section consists of graduate-level dissertations and theses of teacher researchers who have created their own professional development models and educational theories and shown how they can contribute to the reconstruction of educational knowledge and theory. The next section consists of an analysis of the author's educative influence with several professional educators in the educative process of their self-generation in their life within education. The paper concludes that educational researchers can create educational knowledge in their self-studies of their own practice, and they can make useful contributions to educational theory through their work in the traditional disciplines of philosophy, psychology, sociology, history, economics, politics, and management of education. (Contains 23 references.) (SM)

ED 434 110 SP 038 798

Rothstein-Fisch, Carrie; Trumbull, Elise; Greenfield, Patricia
Supporting Teachers To Bridge Cultures for Immigrant Latino Students. A Model for Professional Development.
PUB DATE- 99
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cultural Awareness; Cultural Relevance; Culturally Relevant Education; *Diversity (Student); Elementary Secondary Education; *Faculty Development; Family School Relationship; *Hispanic American Culture; *Hispanic Americans; Inservice Teacher Education; Minority Group Children; Multicultural Education; Parent Teacher Cooperation; Students; Teacher Attitudes; Teacher Collaboration; *Teacher Improvement; Teacher Role; Teachers
IDENTIFIERS- *Latinos

This publication describes a model for faculty development in the area of immigrant Latino students. The Bridging Cultures

ED 434 131 TM 030 093

Rollefson, Mary
The Redesign of the Schools and Staffing Survey for 1999-2000: A Position Paper. Working Paper Series.
PUB DATE- 98
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; Elementary Secondary Education; Institutional Characteristics; *National Surveys; *Research Design; Research Methodology; *Teacher Characteristics; *Test Construction
IDENTIFIERS- Reform Efforts; *Schools and Staffing Survey (NCES)

This paper proposes a framework for discussing the objectives and content of the next Schools and Staffing Survey (SASS) in school year 1999-2000. The framework focuses on school reform and the information SASS can collect to inform the United States about school reform efforts. Major reform agenda and expert opinion are reviewed, and the issues and topics common to them are identified. These topics are classified under the two major objects of school reform: teacher capacity and school capacity. Teacher capacity is defined in terms of teacher quality, career paths, professional development, and instructional practice. School capacity is defined in terms of school organization and management, decision-making authority, curriculum and instruction, parental involvement, school safety and discipline, and school resources. Part I presents background information about the SASS and its redesign. Part 2 describes the sources of input reviewed for the redesign, and part 3 synthesizes the input around the common issues or topics. Part 4 recommends the organization of these topics under the two major reform headings, and part 5 discusses several issues of survey design and methodology. The appendix contains recommendations of the SASS Redesign Technical Review Panel. Contains a bibliography. (SLD)

ED 434 132 TM 030 094

Pratt, Daniel J.; Wine, Jennifer S.; Heuer, Ruth E.; Whitmore, Roy W.; Kelly, Janice E.; Doherty, John M.; Simpson, Joe B.; Marti, Norma
Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96/98) Field Test Report. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 216p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; *Data Collection; Education; *Field Tests; Followup Studies; High School Graduates; Longitudinal Studies; *Postsecondary Education; Questionnaires; *Research Methodology
IDENTIFIERS- *Beginning Postsecondary Students Long Study

This report describes the methods and procedures used for the field test of the Beginning Postsecondary Students Longitudinal Study First Followup 1996-98 (BPS:96/98). Students in this

ED 434 153 TM 030 117

Tambini, Robert F.
An Analysis of the 1992 New Jersey Grade 8 Early Warning Test.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Tests; *Grade 8; *Junior High School Students; Junior High Schools; Standardized Tests; Test Construction; Test Content; *Test Use; *Testing Problems
IDENTIFIERS- *Early Warning Test NJ

The quality and the effectiveness of the 1992 New Jersey Grade 8 Early Warning Test (NJEWT) are assessed. Standardized tests possess clear advantages for educators, especially in the case of administration and scoring, but there are clear disadvantages as well, including the possibility of bias. Four criteria are applied to the NJEWT: adequacy, impact, reliability, and validity. The writing test of the NJEWT appears to test reading comprehension more than writing, making the validity of information collected highly suspect. The quality of information provided by the reading test is also questionable, and the essays in this section are not well suited to the task of assessing student reading ability. The mathematics section also suffers some serious shortcomings. It uses word problems and requires students to explain in writing the reasoning they used to arrive at their answers, making it as much a test of language facility as of mathematics. Global deficiencies of the NJEWT include: (1) confusing structure; (2) confusing directions; and (3) confusing use of capital letters in the test items. The 1992 NJEWT has only limited value as an assessment tool. It is not possible to evaluate the reliability of the test in the absence of data from various test administrations across sample groups. (SLD)

ED 434 154 TM 030 118

Khanna, Ritu; Trousdale, Donna; Penuel, William R.
Assessing Achievement Effects of Desegregation Programs: The role of a Program Evaluation and Research Department.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Black Students; Disadvantaged Youth; Elementary Secondary Education; Evaluation Methods; Hispanic Americans; *Minority Groups; Models; *Program Evaluation; *School Desegregation
IDENTIFIERS- African Americans; Latinos; *San Francisco Unified School District CA

This paper describes the implementation and support of a data-driven decision-making evaluation system developed by the San Francisco (California) school district to assess programs within the district aimed at improving achievement for students of color, especially African American and Latino students. In 1982, a Consent Decree was established to meet the goals of desegregation of San Francisco's schools. Under the Consent

ED 434 174 UD 033 103

Realidades Suburbanas: Latinos en el Condado de Dakota. Una Investigacion Dirigida por HACER = Suburban Realities: Latinos in Dakota County. A Study Conducted by HACER.
PUB DATE- 99
NOTE- 70p.; Parallel text in English and Spanish. Spanish translation by Norma Alejandro, Alex-Edmund S. Dattinten, Norma Garces, and Jennifer Godinez.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitudes; Elementary Secondary Education; *Hispanic Americans; *Low Income Groups; Minority Groups; *Population Trends; Questionnaires; Urban Areas; Urban Schools; *Urban Youth
IDENTIFIERS- *Latinos; *Minnesota (Dakota County)

A research project was conducted between April and December of 1998 to learn about the experiences of the sizable numbers of Latinos who live in Dakota County (Minnesota). This diverse group was studied through examining existing demographic information, conducting interviews with 45 Latino and Anglo individuals, and conducting several focus groups with Latino residents and workers in the county. The Latino population of Dakota County is large and growing rapidly, and the number of Latino children in several of the county's school districts has more than doubled since 1990. Latinos are widely dispersed in the county, however, and this broad population dispersion has resulted in a lack of sense of community. Latinos come to Dakota County to work, find affordable housing, and build better lives. Education was important among the many issues discussed by Dakota County Latinos. Education was regarded as an important resource, and lack of education was seen as a barrier to advancement. In addition, the cost of the cultural insensitivity Latinos experience in Dakota County is high. Latino organizations, churches, county services, and businesses have provided support for Latinos, but it is apparent that the area has yet to accommodate the new Latino population in any really meaningful way. Appendixes include information about survey participants, survey instruments, and alternative enumeration studies of Hispanic populations in other areas. (SLD)

ED 434 175 UD 033 105

Seldin, Amy
What Makes the Teaching of an African-American Urban Educator Exceptional?
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Teachers; *Cultural Awareness; Elementary Education; Elementary School Teachers; Instructional Effectiveness; Minority Groups; Qualitative Research; Teacher Attitudes; *Teacher Effectiveness; *Urban Teaching; Urban Youth
IDENTIFIERS- African Americans

This paper describes the teaching of an African American educator and her fifth-grade classroom in an elementary school in a

PUB DATE- 99
NOTE- 280p.; Foreword by Zlata Filipovic. Written in conjunction with students in the "Freedom Writers" project. Authored by The Freedom Writers, with Erin Gruwell.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; Ethnicity; High Risk Students; *High School Students; High Schools; *Multicultural Education; *Secondary School Teachers; *Social Discrimination; *Student Journals; Urban Schools; Urban Youth

A young teacher attempted to engage a class of high-risk urban students by introducing them to books about intolerance and ethnic misunderstanding and developing their own awareness of discrimination and social bias through diaries that documented their own thoughts and feelings. Calling themselves the "Freedom Writers," these students arranged for visits from the woman who sheltered Anne Frank's family, and Zlata Filipovic, the author of a memoir of a child's life in Bosnia. Entries from the teacher's diary and entries from student writings are grouped into sections corresponding to eight semesters in the high school. (SLD)

ED 434 197 UD 033 129

Finn, Patrick J.
Literacy with an Attitude: Educating Working-Class Children in Their Own Self-Interest.
PUB DATE- 99
NOTE- 243p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disadvantaged Youth; Educational Change; Elementary Secondary Education; *Empowerment; High Risk Students; *Literacy Education; Teaching Methods; *Urban Youth; *Working Class
IDENTIFIERS- *Freire (Paulo)

Teachers, parents, and older students need to understand the mechanisms that have subverted honest efforts to give working class children in the United States a decent education. This book discusses why this has happened and suggests ways to develop a pedagogy that makes progressive methods, education that empowers, and powerful literacy possible with working class students. These methods, based on the work of Paulo Freire, help teachers support each other for equity and justice. The chapters are: (1) "Title, Author, and Hard-Bitten Schoolteachers"; (2) "A Distinctly Un-American Idea: An Education Appropriate to Their Station"; (3) "Harsh Schools, Big Boys, and the Progressive Solution"; (4) "Oppositional Identity: Identifying 'Us' as 'Not Them'"; (5) "The Lads"; (6) "Changing Conditions--Entrenched Schools"; (7) "Class, Control, Language, and Literacy"; (8) "Where Literacy 'Emerges'"; (9) "Where Children Are Taught To Sit Still and Listen"; (10) "The Last Straw: There's Literacy, and Then There's Literacy"; (11) "Literacy with an Attitude"; (12) "Not Quite Making Literacy Dangerous Again"; (13) "Making Literacy Dangerous Again"; (14) "Taking Sides"; and (15) "Mad as Hell, and Not Going To Take It Any More." (Contains 22 endnotes and 116 references.) (SLD) preparing administrators and chairs. Department chairs in the community college have multi-faceted responsibilities and play an instrumental role in nearly every aspect of the college community. These important positions require skilled managers, communicators, and leaders, especially in the coming years as community colleges face many rapid and challenging changes. New department chairs are often faced with demanding circumstances that require well-honed professional skills, although there has been little focus on training and development. Effective training programs should be designed to aid chairs in the transition to a complex role and facilitate solid professional practice. Three such examples are cited: the North Carolina State University (NCSU) Program, the Administrative Leadership Institute, and the Chair Academy. In order for community colleges to be successful in the future, it is essential that department chairs have the necessary skills. The college community must continue to redefine the understanding of leadership and extend awareness of the relationship between chair behavior and institutional success. (RDG)

ED 433 871 JC 990 585

LeBard, Christine
Reverse Transfers in the Community College. Eric Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Transfer Students; *Community Colleges; Curriculum Enrichment; Educational Change; Enrollment Influences; *Nontraditional Students; *Student Characteristics; *Two Year College Students; Two Year Colleges
IDENTIFIERS- ERIC Digests; *Reverse Transfer Students

This digest is drawn from "Understanding the Impact of Reverse Transfer Students on Community Colleges," a "New Directions for Community Colleges" volume. Reverse transfer student characteristics, reasons for non-traditional transfer patterns, and implications for community colleges are discussed. Reverse transfers are students who enroll in two-year institutions after earning credits from a four-year institution. These include both undergraduate reverse transfer students (URTSs) and post-baccalaureate reverse transfer students (PRTSs). URTSs are often drawn to community colleges because of smaller class size, convenient location, lower fees, flexibility in course offerings, or academic complications experienced at a four-year institution. PRTSs tend to enroll in community college courses for development of professional skills, completion of certificates, or personal growth. Reverse transfer students positively affect community colleges by increasing enrollments, redefining the traditional community college role in higher education, and bringing a higher level of maturity and experience into the classroom. They may also add challenges to the classroom by dominating discussions and possibly, by detracting from the experience of other students. Reverse transfers have expanded the role of community colleges into continuing and graduate education. Some colleges have successfully developed programs catering to reverse transfers. It would be to the advantage of community colleges to better after they have completed English 101 and before they have completed 61 credits. Each student's portfolio contains three papers written as part of WSU courses as well as two timed essays written in an examination environment. Portfolios are evaluated in two tiers by several evaluators and are given a designation of: Pass with Distinction, Pass, and Needs Work. The results indicate: 6% more CBC students received a designation of "Pass," but 5% more CBC students received a designation of "Needs Work" than the general population of WSU students. (CB)

ED 433 890 JC 990 605

Kern Community College District Information Technology Plan.
PUB DATE- 96
NOTE- 141p.; Cover page reads, "Developed and Submitted by the Information Technology Task Force."
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Educational Change; Educational Development; *Educational Technology; *Information Technology; *Institutional Mission; *Organizational Objectives; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Kern Community College District CA

The Information Technology Plan as set forth in this document provides the organizational structure, assignment of duties, infrastructure, and philosophic environment that should permit the Kern Community College District to proceed in an orderly manner in developing information technology to enhance student learning, serve the faculty, and provide effective administrative services. This information technology plan contains the following sections: (1) Introduction; (2) Executive Summary; (3) Mission Statement; (4) Guiding Principles; (5) Surveys, Students and Staff; (6) Organizational Structure, which includes the following subsections: (a) Introduction, (b) Tables of Organization and Committee Memberships, (c) Instructional Technology Committee, (d) Instructional Technology Director, (e) Administrative Technology Committee, (f) Administrative Technology Director, and (g) Communication; (7) Infrastructure, which contains: (a) Introduction, (b) Schematics, and (c) Standards; (8) Computer Use Procedures; (9) Distance Education; (10) Video Conferencing; (11) Financing; (12) Evaluation; and (13) Summary of Recommendations, including: (a) information technology must be developed on a district-wide basis with full participation of the three colleges; and (b) the principle of sharing facilities and personnel with respect to information technology must be implemented. Appended in the report are four sections, which include: (A) Planning Suggestions, (B) Retreat Purposes, (C) Information Technology Task Force (ITTF) Membership and Charge, and (D) Survey Instruments. (VWC)

ED 433 891 JC 990 606

Maricopa Commission on Health Care Education Reform. (Task Force 6). The Maricopa/Arizona Dialogue: Impact/Implications of Workforce Regulation on Plans for the Health Care Integrated Educational System.
PUB DATE- 97
NOTE- 10p.; For recommendations from Task Forces 1-5, see ED 433 069.
LANGUAGE- English

Children; *Preschool Education; Reliability; World Wide Web
IDENTIFIERS- Brain Development; Daily Routines

This document consists of 47 consecutive issues of the "Parent and Preschooler Newsletter." This newsletter is variously subtitled "A Monthly Exploration of Early Childhood Topics" and "An International Resource for Professionals and Parents." Regularly appearing features are: "Library Resources," "Preschoolers in the Kitchen PLUS," "Websites for Parents," and "The Doctor's Corner." (KB)

ED 433 910 PS 027 483

Exploring and Creating with Paper: Ways To Support Young Artists. High/Scope Curriculum for Preschool and Kindergarten. Videotape .
PUB DATE- 97
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Art Activities; *Art Materials; Classroom Techniques; Creativity; Early Childhood Education; Kindergarten; Kindergarten Children; *Paper (Material); Preschool Children; Teacher Student Relationship; Videotape Recordings

This videotape, featuring Greek artist and preschool education lecturer, Eli Trimis, illustrates an active learning approach to paper construction for preschool and kindergarten children, showing how early childhood teachers can support young artists' activities. The five parts of the video cover: a rationale for working with paper; using paper as a surface for drawing, painting, and collage; exploring and exploiting the three-dimensional qualities of paper; creating with crepe paper; and ways to support young artists. This last part of the video illustrates the following support strategies: (1) provide children with a wide variety of paper; (2) present paper experiences in sequences that begin with exploration and move from simple materials and actions to more complex and demanding ones; (3) offer choices and challenges to children that encourage them to explore and work with the possibilities of each paper type; (4) converse with children about the visual-graphic elements, repetition, patterns, and use of space seen in their work; (5) plan outdoor paper experiences; (6) take children to visit places where paper is made, used, or displayed, and exhibit the children's work with paper; and (7) support children's creativity as it arises in response to various paper types, and value their unique solutions to the problems presented by working with paper. (HTH)

ED 433 911 PS 027 697

Pantin, Gerard
SERVOL through the Years, 1970-1993.
PUB DATE- 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Early Intervention; Foreign Countries; *Helping Relationship; High School Students; High Schools; *Outreach Programs; Preschool Children; Preschool Education; *Volunteers
IDENTIFIERS- Caribbean; *Servol; Trinidad and Tobago

This report summarizes the activities of the Trinidad-based

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Cultural Awareness; Elementary School Curriculum; Ethnic Bias; Kindergarten; *Kindergarten Children; *Multicultural Education; Parent Teacher Cooperation; Primary Education

A cultural awareness curriculum was implemented in one multicultural kindergarten class in a Los Angeles suburb school. The project, intended to foster ethnic pride and reduce ethnic prejudice, began the first week of school and extended for 2 months. Four behavior patterns were addressed: (1) positive sense of self; (2) positive self-other relationships; (3) positive cultural attitudes; and (4) collaborative relationships between different cultures. Activities that nurtured children's positive sense of self included reading books about different heritages, challenging students to play with other, different-looking students, preparing students' biographies written and illustrated by classmates, and headlining one child as a "Star of the Week." To foster self-other relationships, projects focused on helping students to recognize commonalities as well as differences. Activities included daily journal writing, directed dramatic play, verbalizing conflict resolution methods, reading subject-related books, and measuring and comparing physical differences and similarities in math and science projects. To encourage positive cultural attitudes, teachers used a game of examining the differences and similarities of students' shoes, thus bringing the class to recognize that they are both different and the same. To promote cultural collaboration, teachers invited parents to participate in examining different cultures; parents brought material from home and presented short lessons about themselves and their culture. As a culminating activity, the class prepared a culture quilt, with each student's portrait on a square of felt that each child determined matched his or her skin color. (Contains 12 references.) (DLH)

ED 433 929 PS 027 903

Kirshenbaum, Karen
Helping Family Day Care Providers Implement Developmentally Appropriate Child Care Practices in Their Homes with a Four Point Strategy.
PUB DATE- 99
NOTE- 79p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Caregiver Child Relationship; *Child Caregivers; Curriculum Development; Early Childhood Education; Educational Environment; Educational Facilities Improvement; *Educational Improvement; *Family Day Care; Improvement Programs; Program Effectiveness; Program Evaluation; Scheduling
IDENTIFIERS- *Day Care Quality; *Developmentally Appropriate Programs

This practicum was developed to increase the quality of child care offered by family daycare providers on a military base in the western United States. Providers were to improve their developmentally appropriate practices (DAP) by following a daily activity schedule, setting up enriched home environments, writing and implementing curricula, and positively interacting

Classroom situations) (055)
DESCRIPTORS- Brain; Child Caregivers; Child Development; *Child Rearing; Cognitive Development; Emotional Development; Family Environment; *Infant Behavior; *Infant Care; *Infants; *Parent Child Relationship; Parent Education; Parent Materials; Parenting Skills; Parents; Social Development
IDENTIFIERS- Brain Development

To help parents of infants understand the issues at the core of current advice and trends on parenting, this guide provides information about recent research on early learning, communication, social skills, and emotional growth from birth to 18 months. The guide also focuses on how growth, learning, social interactions, emotional development, and communication interact, and presents essential principles for putting scientific information to use. Chapters in section 1 of the book cover: (1) how science is changing parenting; (2) brain development; (3) perception; (4) cause and effect as the basis for learning and trust; (5) social and emotional development; (6) language and communication; (7) learning and intelligence; (8) providing love and limits as the foundation for character; (9) the caregiving environment; and (10) seven essential guiding principles for parents. Chapters in Section 2 focus on infant development, presented chronologically, with a theme identified for each age period. Each chapter presents an overview of what is likely to happen during each age period and contains activity suggestions related to the Seven Essentials from chapter 10. The chapters in this section cover: (11) getting oriented and building trust in the first month of life; (12) discovering the world from 2 to 3 months; (13) becoming a social being from 4 to 6 months; (14) thinking and experimenting from 7 to 10 months; (15) gaining independence from 11 to 14 months; and (16) building self-competence from 15 to 18 months. (KB)

ED 433 947 PS 027 931

Horsch, Karen
Evaluating School-Linked Services: Considerations and Best Practices.
SPONS. AGENCY- Kraft General Foods Foundation, Glenview, IL.
PUB DATE- 98
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cooperation; Data Collection; Elementary Secondary Education; Evaluation Methods; Evaluation Problems; Evaluation Research; *Integrated Services; *Program Evaluation
IDENTIFIERS- Sustainability

School-linked services are one program approach seeking to address concerns about fragmented and duplicative services by offering the school site as a single point of entry. Most of these programs display a holistic approach to children, joint planning, shared service delivery, and collaboration or coordination. Determining how school-linked services work, what their impact is, and whether they should be expanded is difficult. This study asked nine evaluators of school-linked services programs to identify considerations and best practices related to evaluating outcomes, sustainability, and collaboration. The evaluators were also asked to provide insights into evaluation design and data collection methods. Recommendations for evaluating outcomes included deciding which long-term outcomes to measure, and linking process and intermediate- and long-term outcome measures. With regard to

IDENTIFIERS- Arkansas; *Welfare Reform

In response to federal welfare reform legislation, Arkansas created the Transitional Employment Assistance (TEA) program in April 1997. The goal of this Kids Count report is to increase awareness regarding issues underlying the early implementation of TEA, focusing on caseload reductions, demographic composition of the caseload, level of support provided by state agencies to TEA families, and the impact of TEA on the well-being of children and families. The report describes the experiences of three women with TEA and provides statistical data to highlight the program's early effectiveness. The report notes that the TEA caseload declined by nearly 43 percent since its inception. The approval rate for new applications declined precipitously, and the number of new applications received decreased slightly. Regarding demographics, single-parent TEA cases had the biggest decline in comparison to child-only or two-parent cases, and whites have left the TEA caseload at a much faster rate than other racial groups. Regarding supportive services, child care was the most used support service. Most adult TEA caseheads participated in a work-related activity, with the most common activities being job search JTPA (Job Training Partnership Act) referrals, and unsubsidized employment. Only 50 percent of adults whose TEA cases were closed were employed immediately in the next quarter, with over 80 percent of the employed parents earning wages below the federal poverty line. Although only 40 percent of the closed cases due to noncompliance have had completed home visits to monitor children's well-being, 80 percent of these home visits identified no problem with child well-being. (KB)

ED 433 964 PS 027 974

Kids at the Capitol: A Summary of Legislation Affecting Arkansas Children.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgets; *Child Advocacy; Child Health; *Child Welfare; *Children; Early Childhood Education; Elementary Secondary Education; Federal Legislation; Higher Education; Juvenile Justice; Laws; Property Taxes; Safety; *State Legislation; *Well Being
IDENTIFIERS- *Arkansas; Child Safety; Welfare Reform

This publication summarizes recent Arkansas legislation relevant to the well being of Arkansas children in the areas of juvenile justice, education and schools, child health and safety, welfare reform, and child welfare. The report further describes legislative efforts to protect juveniles in state custody and two proposed programs toward that end. The report also delineates state budgetary information for fiscal years 1999, 2000, and 2001. Included are special inserts on property taxes and the impact of federal welfare reform. (KB)

ED 433 965 PS 027 976

Clark, Ann-Marie
Parent-Teacher Conferences: Suggestions for Parents. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 3p.

generations is an attractive option. Participatory research has established culturally acceptable methods of recording, organizing, and making available information on Maori values using geographic information systems (GIS) and multimedia systems. Information was classified according to specific geographic tribal areas, which produced models that store information on Maori values and biophysical information for environmental management planning, while protecting confidentiality and addressing intellectual property rights. A framework is described that classifies eight main groups of information on the y-axis according to sensitivity. On the x-axis, information is arranged according to its confidentiality and detail, and is designated as national, regional, local, or individual. Location within the framework indicates the type and special attributes of the knowledge, and determines whether the information may be transferred to more general levels for use by outside agencies. Information too sensitive to store in a GIS is linked via a database directory to an individual person. Three tables present information on Maori values, a matrix framework for recording information on Maori values, and options for a knowledge directory. A figure depicts GIS layers and confidential sub-layers. (Contains 21 references.) (TD)

ED 433 983 RC 022 075

Roberts, Nina S., Comp.
A Guide to Women's Studies in the Outdoors: A Review of Literature and Research with Annotated Bibliography. Fifth Edition.
PUB DATE- 98
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adventure Education; Camping; Empowerment; *Experiential Learning; *Females; Feminism; Group Dynamics; *Outdoor Activities; Outdoor Leadership; Research; Safety; Sex Stereotypes; Wilderness; *Womens Education
IDENTIFIERS- Outdoor Recreation

This resource guide compiles research studies and papers about women in experiential education and recreation in the natural environment. This guide focuses on adventure-based activities and physical recreation in the outdoors; therefore, information regarding women in forestry, natural resources, and ecofeminism has not been included. With the 5th edition, the guide has now begun to incorporate studies (written in English) that have been completed in other parts of the world. The contents provide an overview of the diversity of experiences through which women in the outdoors mobilize themselves. This resource provides information about research that examines women as leaders and role models, gender differences and traditional roles, feminist perspectives, experiential education and outdoor programming, wilderness challenges, and more. An author index provides personal information about authors listed in the bibliography. The bibliography is followed by an annotated listing. A subject index is provided as well as an appendix that lists the goals and objectives of the bibliography. (CDS)

ED 433 984 RC 022 076

Kremers, Carolyn
Place of the Pretend People: Gifts from a Yup'ik Eskimo Village.
PUB DATE- 96
NOTE- 240p.

Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Foreign Countries; Mathematics Achievement; *Mathematics Activities; Mathematics Anxiety; *Mathematics Instruction; *Patterns in Mathematics; Postsecondary Education; Teaching Methods
IDENTIFIERS- Goldsmiths College (England)

This paper is based on research work carried out in the Foundation Course in Mathematics at Goldsmiths College, University of London. The theme of the investigation was to investigate the hidden faces of cubes placed on a table. In order to do this, the following investigational teaching styles and learning strategies were adopted: investigate different ways of placing cubes together in certain patterns; draw diagrams of different numbers of cubes in each pattern; find out the number of cubes and the number of hidden faces, then try to find a mathematical rule or an expression which gets from one to the other without having to draw the diagrams; check each mathematical rule to see if it is right; and extend the investigation by changing the formation of the cubes when trying to find any other rules about the investigation such as the maximum or minimum number of hidden faces with eight cubes. Teaching adult students mathematical investigation gives an insight into the way they learn mathematics better and removes the barriers of mathematics phobia. It provides a basis for improving the quality of teaching and learning mathematics which leads to an achievement in mathematics education. It has been concluded that when these teaching investigational strategies are implemented in the education system, teachers of mathematics will justifiably be able to say that adult students are achieving in standards in mathematics education. This has wider educational implications for improving professional teaching standards and skills, and learning strategies, objectives, activities, resources, and outcomes. It is argued that while past teaching techniques in mathematics education have shown that adult students can be trained to use their minds and yet not to think, teaching techniques in mathematics education today should require adult students, as well as young people, to think. Equally important is the development of the necessary skills, knowledge, and understanding required for effective teaching and successful career choices by teachers of mathematics. (ASK)

ED 434 001 SE 062 795

Angiama, R. O.
Teaching Adult Students Mathematical Investigation--2.
PUB DATE- 97
NOTE- 35p.; Paper presented at the Annual Adults Learning Mathematics Conference (4th, Limerick, Ireland, July 4-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Foreign Countries; Mathematics Achievement; *Mathematics Activities; Mathematics Anxiety; Mathematics Curriculum; *Mathematics Instruction; Postsecondary Education; Teaching Methods
IDENTIFIERS- Goldsmiths College (England)

This paper is based on the on-going research work and teaching carried out in the Mathematics Foundations Course (MFC) at Goldsmiths College, University of London. It is argued that teaching adult students mathematical investigation has given insight into the way they learn mathematics better and removes

PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Animal Behavior; Biology; Ecology; Elementary Education; *Entomology; *Habitats; *Pests; Science Activities; Science Instruction; *Scientific Concepts; Videotape Recordings; *Wildlife; Zoology
IDENTIFIERS- Cockroaches; Earthworms; *Insects; snakes; Termites

"Bug City" is a video series created to help children learn about insects and other small critters. All aspects of bug life are touched upon including body structure, food, habitat, life cycle, mating habits, camouflage, mutualism (symbiosis), adaptations, social behavior, and more. Each program features dramatic microscopic photography, fun commentary, and bug facts. A teaching guide is also included. The topic of this lesson is house and backyard insects and includes information on cockroaches, fleas, termites, snails, slugs, and earthworms. Ways to cockroach-proof your home and a technique for finding small insects living in backyard soil are discussed. (WRM)

ED 434 026 SE 062 860

Bug City: Ladybugs & Fireflies Videotape .
PUB DATE- 98
NOTE- 0p.; Hosted by Christina Rice; featuring Dr. Art Evans. For other tapes in series, see SE 062 852-861.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Animal Behavior; Biology; Ecology; Elementary Education; *Entomology; *Habitats; Pests; Science Activities; Science Instruction; *Scientific Concepts; Videotape Recordings; *Wildlife; Zoology
IDENTIFIERS- *Fireflies; *Ladybugs

"Bug City" is a video series created to help children (grades 1-6) learn about insects and other small critters. All aspects of bug life are touched upon, including body structure, food, habitat, life cycle, mating habits, camouflage, mutualism (symbiosis), adaptations, social behavior, and more. Each program features dramatic microscopic photography and fun commentary and bug facts. The topic of this lesson is ladybugs and fireflies and contains information on the pest control provided by ladybugs and the anatomy of fireflies. An experiment that attempts to imitate the firefly's complex burst of light is also shown. The teacher's guide, which is included with the video, may be downloaded from the Internet. (WRM)

ED 434 027 SE 062 861

Bug City: Spiders and Scorpions Videotape .
PUB DATE- 98
NOTE- 0p.; Hosted by Christina Ricci; featuring Dr. Art Evans. For other tapes in series, see SE 062 852-861.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Animal Behavior; Biology; Ecology; Elementary Education; *Habitats; Science Activities; Science Instruction; *Scientific Concepts; Videotape Recordings; *Wildlife; Zoology
IDENTIFIERS- Arachnophobia; *Scorpions; *Spiders

"Bug City" is a video series created to help children learn about insects and other small critters. All aspects of bug life are touched upon including body structure, food, habitat, life cycle, mating habits, camouflage, mutualism (symbiosis), adaptations, social behavior, and more. Each program features dramatic microscopic photography, fun commentary, and bug nation. The package contains a teaching guide; a video segment index; maps of Mexico and the United States during the war's era and maps of present-day Mexico and the United States; and the U.S.-Mexican War classroom resource and student activities packages (including an answer key for the teacher). A reference for the U.S.-Mexican War PBS web site is provided. The accompanying video segment index references when a key event, organization, or person is featured in the video. The index contains alphabetical and subject indexes. Within the teaching guide is a section of classroom tips for using any video chapter, as well as information on links between the curriculum standards of the National Council for the Social Studies. (BT)

ED 434 050 SO 030 826

Tiede, Lynn M.
Food for Thought. Curriculum Projects Developed by 1998 Seminar Participants. Fulbright-Hays Summer Seminars Abroad 1998 (India).
SPONS. AGENCY- United States Educational Foundation in India.
PUB DATE- 98
NOTE- 302p.; Document contains many pages reproduced from serials and newspapers. The quality of reproduction is often poor and text is occasionally cropped.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Cultural Background; *Cultural Context; Curriculum Development; Developing Nations; *Eating Habits; *Food; Foreign Countries; Global Education; Secondary Education; Social Studies; Student Educational Objectives
IDENTIFIERS- Fulbright Hays Seminars Abroad Program; *India

While leaders in India have been slower than other non-Western nations to encourage the sales of Western fast food products, signs of these foods are present in larger cities like Delhi, Bombay, Calcutta, and Madras. This unit of study is a series of lessons designed to introduce junior high school or high school students to various aspects of the culture, religion, history, economy, and political structures of India. The unit's lessons, however, center around food as a method of introducing the particular objective. Pointing out that Indians, as they meet the continuing challenges of feeding nearly 1 billion people, can learn from U.S. mistakes in "modernizing" their diets and attitudes towards food. The unit's materials seek to help children to begin learning these lessons. The lessons can be given individually or collectively as part of a unit. Some lessons may need two days to complete. Following an introduction, lessons are: (1) "Indian Food: Lesson Plans and Supplementary Materials"; (2) "Indian Food Customs: Lesson Plans and Supplementary Materials"; (3) "Meeting the Basic Needs: Problems and Success--Lesson Plans and Supplementary Materials"; (4) "Religion and Food: Lesson Plans and Supplementary Materials"; and (5) "Traditional and Modern Diets: Lesson Plans and Supplementary Materials." Each lesson contains an objective/aim for the student, materials needed, vocabulary, motivation strategy, and additional teaching strategies. A 65-item bibliography is also included. (BT)

ED 434 051 SO 030 842

The M'Clintock House: A Home to the Women's Rights Movement. Teaching with Historic Places.
PUB DATE- 99

importance of political ideology in public affairs. Since one of the most fundamental questions in U.S. political history centers around the proper role of the federal government in society, students' interest in public affairs can be enhanced by assisting them in discovering their own political identities in an ideological sense. This enrichment of political knowledge is instrumental in attempting to promote a greater understanding of the relevance and importance of public affairs to students' lives and those of their peers. (Contains 12 references, and tables on American adult political knowledge, college freshman attitudes, and questions for students about public affairs and public officials.) (Author/LB)

ED 434 070 SO 031 105

Lee, Christine Kim-Eng; Ng, Maureen; Phang, Rosalind
A School-Based Study of Cooperative Learning and Its Effects on Social Studies Achievement, Attitude towards the Subject and Classroom Climate in Four Social Studies Classrooms.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Attitude Measures; Catholic Schools; *Classroom Environment; Comparative Analysis; *Cooperative Learning; Educational Research; Foreign Countries; Intermediate Grades; Single Sex Schools; *Social Studies; *Student Attitudes
IDENTIFIERS- *Singapore

This paper is a report of a year-long school-based study in Singapore that investigated the effects of the use of cooperative learning in elementary social studies classrooms on social studies achievement, attitude towards the subject, and classroom climate. Results indicated that lower ability pupils benefited the most from the use of cooperative learning in social studies lessons. These students had better social studies test scores than the control class and did just as well as the high ability pupils on the recall items of the test. Attitude towards the subject in the experimental classes did not decline over the school year, but attitude towards the subject in the control classes declined significantly. There were no significant differences between experimental and control classes in classroom climate. Results have provided some evidence to support the use of cooperative learning in Singapore schools. Contains 7 tables of data, 18 citations of research studies of cooperative learning in social studies, and 21 references. (BT)

ED 434 071 SO 031 106

Hing, Tey Sau; Lee, Christine Kim-Eng; Ng, Maureen; Chew, Joy
Primary Five Pupils' Cooperative Behaviours and Perceptions of the Use of Cooperative Learning in Social Studies Classes in Singapore.
PUB DATE- 99
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

experiences, and community service. This paper describes the model, which features a high school charter program for careers in teaching, undergraduate course clusters, graduate internships, and residencies. Section 1 introduces the issue of teaching in the new millennium. Section 2 focuses on preparation for powerful teaching, examining the charter high school program; undergraduate years; graduate programs (apprenticeships, field associates, and internships); and 6th-year programs and residencies. Section 3 discusses new directions for public education, explaining how education must prepare students for the technological age, so schooling must be based upon a new technology that is integrative, interactive, and intelligent. Section 4 focuses on administrative structure, looking at educational leadership and educational management. (SM)

ED 434 090 SP 038 775

Directory of Iowa College and University Faculty Who Prepare Educators and Related Service Providers. Fifth Edition.
PUB DATE- 99
NOTE- 240p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *College Faculty; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Teacher Educators; Teachers
IDENTIFIERS- Iowa

This directory seeks to increase opportunities for collaboration within and among Iowa's college and university preservice programs. The listings of college and university faculty who prepare educators and related service providers offer readers access to their counterparts across the state. The directory, in its fifth edition, includes nearly 230 college and university faculty. It is organized by college or university, with faculty names alphabetized within these groupings. Each listing includes name, institution, address, telephone, e-mail/Internet, areas of interest, curriculum area, and professional affiliations. A table of contents lists the institutions and faculty. Additionally, an index at the end of the directory contains listings of area education agencies, and Department of Education divisions and offices. (SM)

ED 434 091 SP 038 777

Robertson, Brian
Is This the Place...for Healthy Kids? Results of the 1997 Utah Youth Risk Behavior and 1996 School Health Education Profile Surveys.
SPONS. AGENCY- Utah State Office of Education, Salt Lake City.
PUB DATE- 98
NOTE- 75p.; Prepared by Valley Research, Inc.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Adolescents; *Comprehensive School Health Education; Eating Habits; High Schools; Injuries; Physical Activity Level; Sexuality; State Surveys; *Student Behavior; Substance Abuse; Suicide; Violence
IDENTIFIERS- Health Behavior; *Risk Taking Behavior; Sexually Transmitted Diseases; Utah; Youth Risk Behavior Survey

This report describes results from the 1997 Utah Youth Risk Behavior Survey (YRBS) and the 1996 Utah School Health

Project was developed to address: how teacher professional development would affect teachers' understanding of how differing values could lead to conflict between home and school; how teachers could translate such understanding into improved practices bridging home and school cultures; and what effects this faculty development would have on students, teachers, and parents. The project was designed to validate a professional development process and materials for use with other teachers. This publication also describes the second phase of the project, which focused on: documenting the teachers' changes in thinking and practice; continuing to support teachers' growth as a professional development cadre; and disseminating the project through presentations/professional development workshops and publications. The four appendixes offer the Bridging Cultures Pre-assessment, Bridging Cultures Participant Questionnaire, Bridging Cultures Post-assessment, and Teacher Exit Questionnaire. (Contains 36 references.) (SM)

ED 434 111 SP 038 799

Reyes, Celia R.; McNabb, Eldon
Expanding and Diversifying the Teaching Work Force. Building on Local Talent and Community Funds of Knowledge.
PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Teachers; *Diversity (Faculty); Diversity (Student); Elementary Secondary Education; *Literacy Education; Multicultural Education; *Paraprofessional School Personnel; Preservice Teacher Education; Seminars
IDENTIFIERS- California

This paper describes the Model Support System for Paraprofessionals (MSSP), which is designed to diversify and expand the teaching force in one California county by supporting promising bilingual paraprofessionals enrolled in college and university programs leading to bilingual credentials. All participants are currently non-certified staff members who have as their chief responsibility students from diverse linguistic and ethnic backgrounds. After discussing the need to expand and diversify the teaching profession, this paper describes the MSSP, focusing on: critical supports needed for bilingual paraprofessionals; the need to encourage local talent; other existing paraeducator projects; the MSSP's unique goal of enhancing and strengthening literacy through the development of voice and the cultural/linguistic knowledge base participants already have; working partnerships involved in the MSSP; funding sources; completion rates; seminar series; core premises; core components; the MSSP's Saturday Seminars on literacy development; bilingual/bicultural literacy and the development of real voice; participants' resiliency, determination, and courage; extra support for participants; the working of the model; funding and administration; participant recruitment and selection; training sites; second year recruits; and maximizing resources. (Contains 18 references.) (SM)

ED 434 112 SP 038 800

Finley, Sandra J.; Ferguson, Chris; Clark, Glenda; Marble, Stephen
The Promoting Instructional Coherence Annotated Bibliography.

survey were first interviewed during 1995 as part of the National Postsecondary Student Aid Study 1996 field test. The BPS:96/98 full-scale student sample includes students who started their postsecondary education during the 1995-96 academic year. Evaluation of procedures used in the field test has led to refinements that benefit the full-scale study. The introductory chapter describes the study and the unique purposes of the field test. Chapter 2 reviews the study design and methodology for the field test. Chapter 3 presents overall outcomes of data collection and the special procedures implemented during the field test. Chapter 4 examines issues related to the quality of the data collected. The major recommendations for changes in the design of the full-scale study are included by topic in chapters 3 and 4, and summarized at the end of chapter 4. Materials used in the field test, including 5 facsimile interviews are provided as five appendixes to the report. (Contains 2 figures and 17 tables.) (SLD)

ED 434 133 TM 030 095

Kaufman, Steven
A Bootstrap Variance Estimator for Systematic PPS Sampling. Working Paper Series.
PUB DATE- 98
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Estimation (Mathematics); *National Surveys; Research Methodology; *Sampling
IDENTIFIERS- Bootstrap Methods; *Variance (Statistical)

In large multipurpose surveys, it is common to select the sample systematically proportional to some measure of size (PPS) that is correlated with an important variable of interest. Assuming the frame is sorted in a useful deterministic manner, systematic sample methodologies provide an additional control on the sample allocation, beyond the control provided from the stratification. This makes it less likely to select a "bad sample." This should reduce the variability of the estimates as compared to a comparable nonsystematic selection procedure. The problem with systematic samples is that variance estimators are biased. This paper presents a bootstrap variance estimator, which can have less bias than standard methodologies, such as half-sample replication. The results will be demonstrated with a simulation study based on an important National Center for Education Statistics survey, the Schools and Staffing Survey. An appendix demonstrates the consistency of the proposed estimators. (Contains 8 tables and 12 references.) (Author/SLD)

ED 434 134 TM 030 096

Bushery, John M.; Schreiner, Irwin D.; Newman-Smith, Amy
Response Variance in the 1994-95 Teacher Follow-up Survey. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 172p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports -

Decree, the school district receives state money to implement programs for targeted students. An evaluation model was developed to assess these programs. The model focuses on: (1) project description; (2) professional development; (3) qualitative evaluation; (4) quantitative evaluation; and (5) budget considerations. The model can be used with a range of programs while still providing specific information about key areas of concern to school district administrators and the Board of Education. Participatory evaluation is a feature of the model, and outcome evaluation is an essential aspect. The experiences of the San Francisco school district with this approach have shown that it is possible to develop and implement an evaluation approach that can be used for many projects. (Contains 9 references.) (SLD)

ED 434 155 TM 030 119

Summary of Attendance: Maryland Public Schools, 1997-1998.
PUB DATE- 98
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attendance; *Dropouts; Elementary Secondary Education; Enrollment; High School Graduates; *Public Schools; School Statistics; Tables (Data)
IDENTIFIERS- *Maryland

This document contains tables that summarize data about the attendance of students in Maryland's public schools in 1997-1998. In 1997-1998, Maryland has an average daily attendance of 93.7% with an average daily membership of 828,477.3 students and a statewide dropout rate of 4.05%. Tables provide detailed information in the following categories: (1) "Summary of Attendance Statistics"; (2) "Total Entries into Maryland Public Schools: Grades Prekindergarten-6"; (3) "Total Entries into Maryland Public Schools: Grades 7-12"; (4) "Withdrawals from Maryland Public Schools by Cause of Transfer: Grades Prekindergarten-6"; (5) "Withdrawals from Maryland Public Schools by Cause of Transfer: Grades 7-12"; (6) "Promotion Rate in Maryland Public Schools: Grades Prekindergarten-12"; (7) "Withdrawals from Maryland Public High Schools by Cause of Termination: Grades 7-12"; (8) "Withdrawals form Maryland Public High Schools by Cause of Termination: Grades 9-12"; (9) "Dropout Rates of Maryland Public High Schools: Grades 9-12"; (10) "Average Daily Attendance and Percent Average Daily Attendance"; (11) "Average Daily Membership"; (12) "Graduates and Other Completers of Maryland High Schools by Type of Completion"; (13) "Graduates and Other Completers of Maryland High Schools by Race/Ethnicity"; (14) "Graduates and Other Completers of Maryland High Schools: 1988 through 1998"; and (15) "Graduate Statistics and Holding Power." (SLD)

ED 434 156 TM 030 121

Wilczenski, Felicia L.; Bontrager, Terry; Ventrone, Paula; Correia, Margaret
Assessing Group Process during Collaborative Problem-Solving.
PUB DATE- 99
NOTE- 27p.; Paper presented at the Annual Meeting of the American Psychological Association (107th, Boston, MA, August 20-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

working class neighborhood. The paper presents the results of a qualitative study of what makes the teaching of this teacher exceptional. Of the 17 students in this class, 7 speak English as a Second Language. Some are immigrants or children of immigrants, but most have lived in the United States for several generations. Findings show that this teacher's ways of helping her students achieve excellence is a combination of mutual respect, developing awareness, creating a community, helping students grow as people, helping students "get it," and creating scholars. The teacher helps her students achieve academic success while maintaining a positive identity as African Americans. (Contains 12 references.) (SLD)

ED 434 176 UD 033 106

Sanders, Eugene T. W.
Urban School Leadership: Issues and Strategies.
PUB DATE- 99
NOTE- 219p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Boards of Education; Educational Change; Elementary Secondary Education; *Instructional Leadership; Parent Participation; *Principals; *Superintendents; *Urban Schools; Urban Teaching; Urban Youth

This book attempts to provide a comprehensive overview of the major leadership issues facing urban schools. It also provides practical recommendations for improvement to address the challenges of urban school reform. The chapters are: (1) "Circular Hopelessness, Poverty, and Urban Schools"; (2) "Academic Achievement and Parental Involvement in Urban Schools"; (3) "Debating Self-Esteem and Urban Students"; (4) "The Contemporary Urban Teacher"; (5) "The Urban Principal"; (6) "The Urban Superintendent"; (7) "The Urban School Board"; (8) "Community Relations and Politics in Urban Schools and Communities"; (9) "Creating Change in Urban Schools"; and (10) "Leadership Challenges for Urban Schools in the New Millennium." (Contains 242 references.) (SLD)

ED 434 177 UD 033 108

McNamee, Abigail; DeChiara, Edith
Humanizing an Inhumane Urban Environment: Children's Artwork and Stories.
PUB DATE- 97
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Art Expression; *Art Products; *Childrens Art; Crime; Elementary Education; *Neighborhoods; Teaching Methods; Urban Areas; *Urban Youth; *Violence

A method was developed to encourage urban elementary school students to humanize their environments through artwork and stories. The 46 participants were students in grades 2 through 6 from an inner city neighborhood characterized by violence and urban crime. The children came to a neighborhood center once a week for an enrichment and tutoring program. They were asked to draw a picture of what their neighborhood block was like and another picture of what they would like their block to be. A week later the children were guided through telling an original story about their drawings. The children were certainly aware understand this growing student population and develop programs to assist the reverse transfer student's education. (RDG)

ED 433 872 JC 990 586

Southwest Virginia Community College Self-Study Report, 1993-1995.
SPONS. AGENCY- Southern Association of Colleges and Schools, Atlanta, GA. Commission on Colleges.
PUB DATE- 95
NOTE- 350p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accreditation (Institutions); *Accrediting Agencies; Community Colleges; Evaluation Criteria; *Institutional Research; Planning; *Reports; *School Effectiveness; Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- Southern Association of Colleges and Schools; Southwest Virginia Community College

Southwest Virginia Community College (SVCC) developed this report in order to improve its effectiveness as an institution and to reaffirmation its accreditation by the Southern Association of Colleges and Schools. To achieve these goals the college attempted to (1) develop greater consensus in the college community about the future of the college; (2) evaluate every aspect of the college's operations; (3) investigate progress on planning priorities; (4) identify strengths and weaknesses of the institution; and (5) produce a report that is useful to the Reaffirmation Committee. The report is divided into the following sections: principles and philosophy of accreditation, institutional purpose, institutional effectiveness, instructional program, educational support services, and administrative resources. The educational program section includes categories on faculty and instruction. The educational support services section includes categories on learning resources, educational support services, and student development services. The administrative resources section includes categories on administrative processed, financial resources and physical resources. A conclusion and a set of recommendations, suggestions and proposals follow each major section. The report summarizes the findings of 2 years of data acquisition and analysis and presents action plans for future success. Contains 30 tables and 18 figures. (RDG)

ED 433 873 JC 990 587

Shaping the Future: Strategies for Revitalizing Undergraduate Education. Proceedings from the National Working Conference (Washington, DC. July 11-13, 1996).
PUB DATE- 96
NOTE- 200p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Conference Proceedings; Educational Change; Engineering; *Engineering Education; Higher Education; *Mathematics Education; Professional Associations; Program Implementation; *Science Education; *Technology Education; *Undergraduate Study
IDENTIFIERS- National Science Foundation

This conference, cosponsored by the NSF and the National Research Council (NRC), focused on developing and implementing strategies for improving undergraduate education in science,

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Conferences; *Education Work Relationship; Educational Change; Government School Relationship; *Health Occupations; *Labor Force; *Medical Education; *School Business Relationship; Two Year Colleges
IDENTIFIERS- *Maricopa County Community College District AZ

This report describes the accomplishments and current status of the Maricopa County Community College District (MCCCD) in Arizona Commission on Health Care Education Reform (HCER). In response to the changing needs of the health care fields, the District created the HCER commission in January 1996 to evaluate and develop health care education. The Commission implemented the Health Care Integrated Educational System (HCIES). After receipt of a State Initiatives Support Grant, a summit was held in April 1997 to discuss issues identified by the Commission. Representatives included community colleges, universities, health care providers, regulatory agencies, and legislators. As a result of the summit, a statewide Task Force on Workforce Regulation for health care was created. The goals of the Task Force are: (1) to expand the dialogue regarding the reform of health care education programs through discussion about issues related to the impact of workforce regulations on the HCIES; and (2) to develop plans to change health care workforce regulations to allow implementation of the HCIES. The Commission's work has been presented formally in various settings and has generated much interest. The work initially supported by the grant will continue through the Arizona Task Force of Workforce Regulation. (RDG)

ED 433 892 JC 990 607

Kurzet, Reuel
The Community College First-Line Dean: Management and Leadership Skills for Instructional Innovation.
PUB DATE- 97
NOTE- 183p.; Ph.D. Dissertation, University of Oregon.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- College Administration; *Community Colleges; Curriculum Enrichment; *Deans; Distance Education; Educational Change; *Instructional Innovation; *Leadership; Outcome Based Education; Program Evaluation; Two Year Colleges

This qualitative dissertation examines how first-line "area" or "division" deans at community colleges promote instructional innovation among faculty. Community colleges must find ways to provide innovative instruction to a diverse student body, to train working students in new technologies for community economic development, and to be accountable for student learning outcomes. The management and leadership skills of first-line deans are critical for successful innovations. This study examines management and leadership of the instructional innovation cycle: (1) planning and initiating change; (2) monitoring; and (3) evaluating the change effort. The study was conducted at one urban community college. Three departmental deans' management and leadership of instructional innovation were examined. In each department studied, deans and faculty were interviewed about perceptions of management and leadership, and classes were observed. Innovations focused on curriculum change, distance learning, and student success. Findings suggest that effective deans lead and manage the innovation process. They anticipate new directions, plan

Service Volunteered for All (SERVOL) from 1970 to 1993. SERVOL works with Caribbean communities to assist them in making social changes that they not only want but also can afford. Projects from 1970-1976 highlighted in the report include: (1) community based preschools; (2) training courses in carpentry, welding, plumbing, electrical installation, masonry, child care, and home economics; (3) a bakery; (4) several consumer co-operatives; (5) a youth farm; (6) sporting facilities in disadvantaged areas; (7) cultural projects; and (8) adult literacy classes. The report notes that since 1981, SERVOL has concentrated on helping two age groups: 0- to 5-year-old children, through an early childhood intervention program; and 16- to 19-year-old adolescents, through an adolescent training program. Teachers and field officers trained by SERVOL return to their own countries to begin projects of their own. Beginning in 1987, at the request of the Trinidad and Tobago government, SERVOL has disseminated its program throughout that country. The report also presents the basic SERVOL method of approach to helping people: always ask them what their needs are, listen attentively to what they say, and then offer assistance with respect to helping them solve their problems. The report concludes with a recap of activities in the 1990s, a discussion of funding sources for SERVOL centers, and a list of center locations. (DLH)

ED 433 912 PS 027 698

Pantin, Gerard
Is Only a Small Child.
PUB DATE- 99
NOTE- 28p.; Author is chairman of Servol Ltd. Paper presented at the National Conference on Early Childhood Care and Education (2nd, St. Augustine, Trinidad and Tobago, West Indies, June 16-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Anger; Change Strategies; Children; *Classroom Environment; Cultural Influences; Elementary Secondary Education; *Emotional Response; *Family Environment; Foreign Countries; *Outreach Programs; Preschool Education; *Violence; Young Adults
IDENTIFIERS- Caribbean; *Servol

Children's bodies are created by the surrounding culture and their bodies, in turn, reproduce the culture. From birth, children are separated from others in the name of scientific rigor, safety, and cultural assimilation. Children move from feeling (trusting their own touching, smelling, and tasting) to seeing, where they recognize that they belong to the world but, at the same time, are not comfortable in it. In many cases, violence to a child's natural curiosity and desire to explore begins with admonitions about and physical reinforcement of acceptable social behavior in the home by the mother. This constraint continues in primary and secondary schools with exhortations, in many cases coming from female teachers, to not fidget and to not talk. Young male adolescents congregate and re-enforce their individual but mutual anger and often direct it toward females. To counter this violence, helpers must both listen attentively and intervene respectfully; helpers and those being helped work together to develop a course of action. Fundamental change of this situation is possible by developing early childhood programs (such as the Servol Parent Outreach with children. Following identification of the problem through a survey of daycare providers, interventions were conducted, including three training sessions, playgroups, and education of providers in lending library supplies. Monthly home visits were also conducted. Outcomes of the interventions were measured using the Developmentally Appropriate Practices Observation Tool, which contained four sections: daily activity schedule, environments, interactions, and curriculum plans. Findings indicate that, with the exception of setting up developmentally appropriate home environments, all objectives for improvement through use of DAP were met. (Appendices contain the survey instrument, observation tool, workshop evaluation, family daycare book report form, and family daycare provider home visit observation form. Contains 50 references.) (EV)

ED 433 930 PS 027 904

Shepard, Joan M.
Developing Responsibility for Completing and Handing in Daily Homework Assignments for Students in Grades Three, Four, and Five.
PUB DATE- 99
NOTE- 52p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Change Strategies; Elementary Education; *Elementary School Students; Grade 3; Grade 4; Grade 5; *Homework; Improvement Programs; Parent Participation; Program Effectiveness; Program Evaluation; *Student Improvement; *Student Responsibility; Study Habits; Study Skills

This practicum was designed to increase responsibility for completing and handing in homework among students in grades three, four, and five in a mid-Atlantic school district. Of a total of 128 students in these grades, 28 were identified to learn strategies to aid in completing homework. Nine solution strategies were employed: (1) provide students with an assignment book; (2) provide students with a homework organizer; (3) conduct parent workshops; (4) develop an after-school study program; (5) make homework assignments visually accessible to students; (6) assign a study buddy; (7) limit the amount of homework assigned; (8) teach study skill strategies; and (9) use assignment books and classroom newsletters as a means for parents and teachers to communicate. Analysis of grades and teacher comments revealed that all 28 students learned strategies to organize and complete homework. All identified students raised grades in at least one subject affected by lack of homework completion, and all received positive comments on their report cards. Parent involvement was increased through participation in parent workshops and follow-through at home on solution strategies designed for their children. (Appendixes include Study Club Performance Contract and Monitoring Schedule. Contains 23 references.) (Author/EV)

ED 433 931 PS 027 908

Eliot, Lise
What's Going On in There? How the Brain and Mind Develop in the First Five Years of Life.
PUB DATE- 99
NOTE- 448p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project

evaluating collaboration, it was recommended that evaluators decide which aspects of collaboration to evaluate and use the evaluation of collaboration for self-assessment and improvement. Recommendations for evaluating sustainability included considering four aspects of sustainability for measurement. Recommendations regarding the evaluation design included using a participatory approach, incorporating multiple methods, considering comparison groups to make the case for attribution, building evaluation capacity, considering data collection at the onset of the project, and involving key stakeholders in data collection. (A table describing the program and the evaluation design for each evaluator participating in the study is appended.) (KB)

ED 433 948 PS 027 932

Horsch, Karen, Ed.; Weiss, Heather B., Ed.
Evaluation Options for Family Resource Centers.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Ford Foundation, New York, NY.
PUB DATE- 98
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Programs; Evaluation Criteria; *Evaluation Methods; Evaluation Problems; Evaluation Research; *Family Programs; Program Evaluation
IDENTIFIERS- *Family Resource and Support Programs; Stakeholders

Family resource centers (FRC) are emerging as a promising program approach to solving urgent social problems. Evaluation plays an important role in learning how these programs work, what their impact is, and whether they should be expanded. However, FRCs pose unique challenges to evaluation. This report considers the challenges to evaluating FRCs, illustrated by an evaluation of a hypothetical FRC. The report describes the program and presents three alternative evaluation designs: (1) participatory; (2) user-focused; and (3) experimental/quasi-experimental. Issues and tradeoffs arising in employing any evaluation approach are considered. The report identifies similarities and differences in the three approaches regarding how research questions are clarified, how data needs are identified and data collected, how data are reported and analyzed, and how evaluation is organized. Strengths and limitations are identified, and the report suggests that integrating the approaches can be most helpful to evaluating FRCs and similar community-based programs. The report provides an overview of considerations when evaluating community-based programs such as deciding how to engage the community and stakeholders and identifying needed data and data collection instruments. The report draws three notable conclusions: (1) monitoring program implemention to see how interventions unfold and to test the assumptions underlying the program model is vital; (2) evaluation must be viewed as an important resource to promote continuous organizational learning; and (3) evaluators must increase their repertoire of skills to include technical expertise, interpersonal relations, and negotiation skills. Five appendices include sample evaluation reports of the hypothetical FRC. Contains 43 references. (KB)

ED 433 949 PS 027 951

The Evaluation Exchange: Emerging Strategies in Evaluating Child and Family Services, 1997.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Behavior Problems; Elementary Education; Interpersonal Communication; Learning Problems; *Parent School Relationship; Parent Student Relationship; *Parent Teacher Conferences; *Parent Teacher Cooperation
IDENTIFIERS- ERIC Digests

Parent-teacher conferences sometimes become a cause for concern for everyone involved. This Digest outlines ways to improve communication during parent-teacher conferences. Suggestions are offered to help parents participate more effectively in conferences, including identifying what is being done to help a child overcome a problem, examining the teacher's expectations, creating a plan, and scheduling a follow-up conference. The Digest points out that even if a child is not experiencing difficulties, parents can contribute to the effectiveness of the conference by asking questions such as "What does my child do that surprises you?" or "What can I do at home to support what is being done at school?" (LPP)

ED 433 966 PS 027 977

Faith Communities Joining with Local Communities To Support Children's Learning: Good Ideas.
PUB DATE- 99
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Church Role; *Community Involvement; Community Role; *Educational Improvement; Elementary Secondary Education; *Family Involvement; Family School Relationship; Parent Participation; Partnerships in Education; *Religious Organizations; *School Community Relationship

Faith communities can play an important role in communities by encouraging families to be involved in their children's learning and by forming partnerships that enhance the potential for family and community involvement in children's education. To support these efforts, this publication provides faith community leaders and members with ideas, tips, examples, and resources for getting involved in education. The first section, "Examples from the Field," highlights some examples of the leadership role that national religious organizations have provided to their local faith communities, as well as programs that local faith communities have established in support of schools and children's learning. The second section, "Faith Communities Support for Children's Learning," discusses ways that faith communities can support children's learning, including appropriate roles for faith communities, building partnerships, action areas that promote family and community involvement in children's learning, and structured activities for a faith community. The third section, "Priority Education Issues," discusses priority areas identified by the Partnership for Family Involvement in Education, including after-school learning, the America Reads Challenge, and safe and drug-free

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alaska Natives; Cultural Awareness; Cultural Maintenance; Culturally Relevant Education; *Eskimos; Geographic Isolation; Oral Tradition; Personal Narratives; Rural Schools; *School Community Relationship; Secondary Education; *Teacher Student Relationship; *Teaching Experience; World Views; Yupik
IDENTIFIERS- Alaska; *Eskimo Culture; Sense of Place; Teacher Community Relationship; *Yupik Eskimos

In 1986, Colorado native Carolyn Kremers accepted an invitation to teach music and English at a school in Tununak, a remote Yup'ik Eskimo village on Nelson Island, Alaska. This memoir recounts her experiences as a teacher, and also her reflections on music, the outdoors, teaching, Alaska, and how she came to understand Yup'ik and Inupiat Eskimo culture and social traditions. Her reflections on the similarities between the 85-student school in Tununak and the 2,000-student school in inner-city Chicago, where she had previously taught, offer a penetrating look at American education. The dominant culture feeds non-white students with white teachers, white values, and white goals, resulting in time wasted, and spontaneity and creative energy snuffed out. Yet, some students learn, some interests are sparked, and some opportunities are provided that otherwise would not have been. One chapter is named "I Hate Schools," but it concludes with Carolyn's confession that she loves to teach. Similar counterpoints are woven throughout the book as she describes her developing understanding of Eskimo culture and worldview, friendships and other relationships, and eventual acceptance by the townspeople. Nineteen related readings are listed. (TD)

ED 433 985 RC 022 087

Bickel, Robert
School Size, Socioeconomic Status, and Achievement: A Georgia Replication of Inequity in Education.
PUB DATE- 99
NOTE- 68p.; For other school size reports, see ED 433 173-5 and RC 022 088.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Economically Disadvantaged; Elementary Secondary Education; Enrollment; Regression (Statistics); School District Size; *School Size; Socioeconomic Influences; *Socioeconomic Status; Tables (Data)
IDENTIFIERS- *Georgia; Interaction (Statistical)

Recent research in West Virginia and California has linked school size to both effectiveness and equity, finding that as school size increased, the mean achievement costs for schools with less-advantaged students became more burdensome. An effort was undertaken to replicate this research in four states offering a variety of school settings and conditions. This report describes analysis of 1996-97 data from 1,626 Georgia schools using a multiple regression equation in which the dependent variable was mean achievement test score and independent variables were school size (enrollment per grade level being analyzed), percent of enrollment eligible for free or reduced-cost lunch, and a multiplicative interaction term. Various test scores were analyzed for grades 3, 5, 8, and 11. In 27 of 29 the barriers of mathematics phobia. It should be a tool in its own right which adult students can associate with and clarify, think, predict, survey, and research, and should enable them to solve problems in a variety of ways including other related subjects like science, economics, geography, technology, and art. Furthermore, mathematical investigation encourages adult students to read, understand, and respond to questions and explanations better. It makes them confident in mathematics learning by making them familiar with mathematical words and their meanings. Moreover, adult students become more confident when talking about mathematics. It involves using processes which will lead to the understanding of mathematical concepts and rules and generates mathematical discussions. This paper invites discussion of mathematical investigation as well as other issues concerning research on all aspects of adult mathematics learning and teaching considered to be vital to increase our understanding and enhance the status of adult mathematics education. This paper concludes that mathematical investigation provides a basis for improving the quality of teaching and learning mathematics, which will lead to an achievement in mathematics education, therefore, leading to an improvement in standards. A critical mathematics curriculum is also discussed. (ASK)

ED 434 002 SE 062 800

Wellington, Jerry, Ed.
Practical Work in School Science: Which Way Now?
PUB DATE- 98
NOTE- 293p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Educational Policy; *Educational Practices; Elementary Secondary Education; Foreign Countries; Hands on Science; Higher Education; *Laboratory Experiments; Misconceptions; Science Activities; *Science Curriculum; Science Education; Scientific Concepts; Scientific Principles; Simulation; Student Attitudes; Teacher Attitudes

This book attempts to reflect on the value and purpose of practical work as part of the science curriculum: why are practical exercises so necessary and what do they contribute to the science learning process? The chapters in this book examine issues such as: how practical work is perceived by students and teachers; the possibilities and perils of moving to a virtual lab; the limitations of current hands-on work and valuable alternatives to it; the connections between practical work in science education and authentic science; and what role experimentation plays in current educational practice. (WRM)

ED 434 003 SE 062 802

Ohland, Matthew W., Ed.; Anderson, Tim J., Ed.
SUCCEED (Southeastern University and College Coalition for Engineering Education) Strategic Plan, 1998.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 40p.; Some print may be too small to photograph well. For related documents, see SE 062 803-805.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Improvement; Educational Innovation;

facts. A teaching guide is also included. The topic of this lesson is spiders and scorpions and includes information on the lifestyle and characteristics of these creatures. Instructions for creating a habitat for common house or garden spiders are presented. (WRM)

ED 434 028 SE 062 863

Lee, Yo-An; McCann, Wendy Sherman
Classroom Discourse as an Analytic Resource for Educational Research? Transcripts as a Record of Talk-in-Interaction.
PUB DATE- 99
NOTE- 26p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 13-16, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Communication; *Discourse Analysis; *Educational Research; Elementary Secondary Education; Qualitative Research; *Research Methodology; Structural Analysis (Linguistics)
IDENTIFIERS- Conversational Analysis; Ethnomethodology

As educational researchers continue to discover and appreciate the merits of a qualitative approach, interest in classroom discourse as a useful interpretive resource for making sense of teaching and learning has grown tremendously, especially the use of transcripts. The principal purpose of this paper is to demonstrate that the primary benefit of using transcripts is that it brings students back to classroom affairs as participants undertaking classroom discourse rather than as theoretical renderings of underlying systems. The issue of transcripts is discussed with regard to educational research and two analytic traditions, process-product research and a sociolinguistic approach, from which educational research into classroom discourse emerged. Transcript as theory and transcript as record are considered, and two exhibits are provided as examples. (Contains 54 references.) (ASK)

ED 434 029 SE 062 864

Back to the Basics or Forward to the Basics--Which Philosophy Should We Embrace?
PUB DATE- 99
NOTE- 17p.; Supplement to the "NCTM News Bulletin."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; Family School Relationship; *Knowledge Level; *Mathematics Education; *Standards

This focuses on movements to asses learning what is basic at various levels: movements to align curriculum to standards at all levels, and familial pressures to guarantee that children's mathematics education includes the mathematics of the future. This newsletter provides 15 articles on the above theme: (1) "What's Basic in Math Education: A View from Mathematically Correct;" (2) "Forward, with Caution, to (the New) Basics;" (3) "Basic Mathematics and the Public Perception;" (4) "The Basics: More Than Rote Learning of Basic Facts;" (5) "The Real Basics Are Children;" (6) "Middle School Basics;" (7) "Basic Betrayals: Middle School Mathematics;" (8) "Basic Skills Instruction is the Key to a Happy Marriage;" (9) "A Pythagorean View of the Basics;" (10) "Readers Respond to What's Basic;"

NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- *Civil Rights; Females; *Feminism; Heritage Education; *History Instruction; Secondary Education; Sex Role; *Social History; *United States History
IDENTIFIERS- Historic Sites; Mott (Lucretia Coffin); Stanton (Elizabeth Cady); *Womens History

This lesson is based on the National Register of Historic Places registration file "Women's Rights Historic Site Thematic Resources" and other sources on the M'Clintock House and women's rights. The lesson is about a house located at 14 East Williams Street in Waterloo, New York, where on July 16, 1848, five women, including Elizabeth Cady Stanton and Lucretia Mott, met to draft a document that outlined their views on and complaints about the role of women in society. This lesson may be used in teaching units on 19th-century social reform or women's history. The lesson is divided into the following sections: (1) "Setting the Stage: Historical Context"; (2) "Locating the Site: Maps" (Western New York State and Surrounding Region, Waterloo and Seneca Falls); (3) "Determining the Facts: Readings" (The M'Clintock Family, American Women in the Mid-19th Century, Declaration of Sentiments; The Life of Elizabeth M'Clintock); (4) "Visual Evidences: Images" (Bird's-Eye View of Waterloo, M'Clintock House and Household, The M'Clintock House Today; Cartoons Depicting Views of Women's Public Roles); and "Putting It All Together: Activities (Social Reform and Women's Rights in Your Area). (BT)

ED 434 052 SO 030 867

You Choose! Electing Your Government. A Teacher's Guide with Lessons To Accompany the Video and CD-ROM. The Living Ohio Government Series.
PUB DATE- 97
NOTE- 25p.; Accompanying videotape and CD-ROM not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizen Participation; *Citizenship Education; *Civics; *Elections; Secondary Education; Social Studies; *State Government; Student Educational Objectives; Voter Registration; *Voting; *Voting Rights
IDENTIFIERS- *Ohio

This teacher's guide accompanies a video which focuses on Ohio's government system. The 30-minute stand alone video offers a teaching opportunity for exposing high school students to the responsibilities of participating in elections. The video covers the division of powers among federal, state, and local governments; distinguishes between elected and appointed officials; and explains the requirements necessary to vote in the United States. The video points out that only a small percentage of youth exercise their right to vote. The companion teacher's guide attempts to reinforce and expand upon the basic concepts addressed in the video and related CD-ROM. The lessons are designed to motivate students to vote in greater numbers. The teaching guide is divided into the following sections: (1) "Introduction"; (2) "Objectives"; (3) "Summary of the Program";

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Catholic Schools; *Classroom Communication; *Classroom Environment; Comparative Analysis; *Cooperative Learning; Educational Research; Foreign Countries; Group Discussion; Intermediate Grades; School Culture; Single Sex Schools; *Social Studies; *Student Behavior
IDENTIFIERS- *Singapore

A study recorded the experiences of elementary school students with cooperative learning in two schools in Singapore. The students worked cooperatively in various assigned social studies tasks through the process of social interaction and sharing with their peers. One school was used as the experimental school while the other served as the control; four classes were chosen from each school. These experiences were captured through taped group discussions and interviews conducted with groups of pupils. A detailed analysis of their conversations documents some of the group processes and learning settings that seemed to affect group behaviors, motivation, and satisfaction of working together in cooperative groups. The quality of talk differed between the high and lower ability pupils. Different strategies were used by the two groups of pupils to process different types of tasks. In their interactions, they displayed different helping behaviors. Preliminary findings seem to indicate that personal gains, especially from the academic perspective, were an important determinant of participation in group interaction in the Singapore school context. The two groups of pupils also employed different social skills in their interactions. They differed in their ways of negotiating social relationships and coping with barriers to group cohesiveness. Findings suggest that the cooperative learning strategy has tremendous potential in helping lower ability pupils improve their learning and academic performance in social studies. Contains a table of data and 21 references. (BT)

ED 434 072 SO 031 109

Report on the International Training Course for Roma/Gypsy Youth Leaders. European Youth Center of Europe, Strasbourg, France, 2-14 March 1999.
PUB DATE- 99
NOTE- 52p.; Document was downloaded from a Web site. Contact Council of Europe, Youth Directorate, for paper version.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship Education; Civil Liberties; Community Involvement; Course Descriptions; *Cultural Context; Foreign Countries; *International Programs; *Minority Groups; Multicultural Education; Training Objectives; *Youth Leaders; *Youth Programs
IDENTIFIERS- Council of Europe (France); *Gypsies; *Roma; Training Needs

Activities on behalf of Roma/Gypsies have always been an important part of the Council of Europe's minority protection policy. The topics discussed are how more training opportunities can be provided for young Roma people and other ways to support and promote their participation in society. This report on the long-term training course that the Council of Europe Youth Directorate organized for Roma/Gypsy youth leaders is mainly intended for those interested in playing an active role in training young Roma/Gypsy people responsible for

Education Profile (SHEP). The YRBS surveyed 9th-12th graders in a random sample of schools about their behaviors that risk their health. Results indicated that students still engage in behaviors that put them at risk for injury or death and that increase social problems that carry into adulthood. Too few still wear seatbelts, though the percentage is rising. No progress is evident regarding helmets. Rates of fighting and carrying weapons have decreased, though they are still too high. Suicide rates are above the national average. Overall, the use of tobacco, alcohol, and drugs has decreased. However, increasing numbers of Utah students are trying marijuana. Eighteen percent of students believe they have done something to put them at risk for HIV/AIDS. Nearly two-thirds of girls are attempting weight loss. The SHEP examined the status of health education in secondary schools (grades 6-12). Surveys of principals and teachers indicate that most schools require a health education course in at least one grade, most have separate required health education classes, many integrate health into other subjects, and most require health education for graduation. Most schools require HIV/AIDS education within health education and have written HIV/AIDS policies. In 45 percent of schools, health educators coordinate health education. Parents tend to approve of the health education. (Contains 43 references.) (SM)

ED 434 092 SP 038 778

Karkkainen, Merja
Teams as Breakers of Traditional Work Practices. A Longitudinal Study of Planning and Implementing Curriculum Units in Elementary School Teacher Teams. Research Bulletin 100.
PUB DATE- 99
NOTE- 257p.; Ph.D. Dissertation, University of Helsinki.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Curriculum Development; Elementary Education; *Elementary School Teachers; Elementary Schools; Foreign Countries; *Teacher Collaboration; *Teamwork
IDENTIFIERS- Finland

This longitudinal study analyzed planning processes in teachers' collaborative curriculum-making, working with two teacher teams in a Finnish elementary school and one American team. Data from discourses, interviews, and observations addressed: differences and similarities in the planning processes involved in curriculum making; changes in the contents of planning discourse as the organization of teachers' collaboration changed; collaborative learning of teacher teams; and preconditions for the teams to make network contacts. This paper discusses the following topics: a comparative analysis of planning trajectories in Finnish and American teacher teams; social languages and change in the organization of teachers' collaboration; object formation and turning points (collaborative learning in teacher teams); and teams as network builders (analyzing the use of network contacts). The study showed that talk is the most fluid instrument of collaboration, and, thus, particularly sensitive to change in the organization. Two appendixes present data on the frequency of types of turn-taking in Finnish and American teacher teams and relative frequencies of moods of the Finnish and American teacher team discourse. (Contains approximately 220 references and over 40 tables and figures.) (SM)

ED 434 093 SP 038 779

PUB DATE- 99
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Educational Change; *Educational Quality;
Educational Research; Elementary Secondary Education; *Faculty
Development; Higher Education; Learning Theories; Teacher
Improvement; Teachers

The Southwest Educational Developmental Laboratory identified, located, and annotated references to inform the work of the Promoting Instructional Coherence Project, which investigates problems teachers face in their efforts to make their practice more coherent or meaningful for students. The references included in this annotated bibliography are those that researchers found particularly insightful and useful in helping them think about their research. This bibliography is categorized according to: approaches to educational research; learning theory and implications for classroom practice; school reform; the change process; teacher learning; and instructional practice (curriculum, instruction, and assessment). A complete alphabetical listing of the references is included in the final section, since some of the references could have been placed in more than one category. (SM)

ED 434 113 SP 038 801

Gonzalez, Humberto
The Teacher Shortage in Texas: How Are School Districts Coping?
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Conference on School University Partnerships (3rd, San Antonio, TX, October 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Diversity (Student); Elementary Secondary Education;
Hispanic Americans; Public Schools; School District Size;
School District Wealth; School Districts; Teacher
Certification; *Teacher Salaries; *Teacher Shortage; Teachers;
*Teaching Conditions
IDENTIFIERS- Texas

This study examined issues affecting teacher shortages in Texas, noting how school districts were dealing with it. The research focused on whether district size, ethnic student makeup, or district property wealth would make a difference in a school district's ability to recruit and retain quality teachers. A two-part questionnaire was mailed to all Texas school districts, and 325 out of 1,078 responded. The questionnaire asked for quantitative data about types of vacancies, percentage of students in various academic programs, starting salaries, extra pay for types of degrees and certification, local incentives and benefits for teachers, strategies for filling vacancies, and conditions under which non-certified teachers were hired. It also asked for qualitative data about the impact of teacher shortage; retaining, recruiting, and mentoring; and strategies the state should implement to guarantee an adequate supply of teachers. Researchers grouped the districts by student population numbers and divided them into categories of wealth and categories of ethnicity (predominantly Hispanic or predominantly white). Results indicated that ethnicity made a significant difference in the number of teaching vacancies. Size also made a significant difference, but wealth had no effect on the number of vacancies

Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Census Figures; Elementary Secondary Education; Followup Studies; Interviews; *National Surveys; Questionnaires; Tables (Data); *Teachers
IDENTIFIERS- Schools and Staffing Survey (NCES); *Teacher Followup Survey (NCES); *Variance (Statistical)

The National Center for Education Statistics (NCES) sponsors the Teacher Follow-up Survey (TFS), conducted by the U.S. Census Bureau. The TFS provides information about teacher attrition. The sample is selected from teachers who responded to the Schools and Staffing Survey in the preceding year. The Census Bureau conducted the TFS in 1988-89, 1991-92, and 1994-95. During each of these surveys, the Census Bureau reinterviewed a subsample of the respondent teachers. In 1994-95, the reinterviews focused on current teachers who had remained in teaching after participating in the SASS. The TFS reinterview measured response variance in a subset of questions from the survey. Seventy-eight percent of the questions evaluated displayed high response variance, and only 5% displayed low response variance. The most problematic questions involved allocation of teacher time. Recommendations for survey improvement center on redesign of the questions about teachers' main activity and the substitution of "yes/no" questions for "mark all that apply." Five attachments contain recommendations, response variance formulas and measures tables, a conversion table, and the reinterview questionnaire. (Author/SLD)

ED 434 135 TM 030 097

Zhang, Fan; Brick, Mike; Kaufman, Steven; Walter, Elizabeth
Variance Estimation of Imputed Survey Data. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Estimation (Mathematics); *National Surveys; *Research Methodology
IDENTIFIERS- Bootstrap Methods; Hot Deck Procedures; *Missing Data; *Variance (Statistical)

Missing data is a common problem in virtually all surveys. This study focuses on variance estimation and its consequences for analysis of survey data from the National Center for Education Statistics (NCES). Methods suggested by C. Sarndal (1992), S. Kaufman (1996), and S. Shao and R. Sitter (1996) are reviewed in detail. In section 3, the bootstrap method of Shao and Sitter is applied to the Schools and Staffing Survey (SASS) 1993-94 Public School Teacher Survey component to assess the magnitude of imputation variance. This method is appealing, but requires repeated imputations, so for large scale surveys, the data files become too large. The empirical study shows, however, that using the hot deck imputation method in the 1993-94 SASS can affect the standard error seriously. However, the majority of items have very low stage 2 (hot deck) imputation rates. When the imputation rate is low, the inflation in variance is not severe. It appears feasible for NCES to compute imputation rates and document the problem with the next user's manual. (Contains 8 tables and 11 references.) (SLD)

ED 434 136 TM 030 098

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; *Cooperative Learning; *Elementary School Students; Evaluation Methods; *Group Dynamics; Intermediate Grades; Mathematics; *Problem Solving; School Psychologists

This study developed a method to assess group process in a collaborative problem-solving situation. Participants were 32 fifth- and sixth-grade students. Students in seven collaborative groups worked on a two-part mathematics problem first individually, then in groups, and finally individually again. Groups engaging in behaviors that facilitated collaboration obtained higher group and individual accuracy scores on a challenging problem set. High achieving students were influential in group problem-solving outcomes. Group scores did not reflect the individual achievement of low-achieving students. Examining collaborative group process and outcomes offers a new direction in functional and contextualized assessment for school psychologists. Two appendixes contain a problem set and illustrative transcripts of student work. (Contains 33 references and three tables.) (Author/SLD)

ED 434 157 TM 030 122

Willson, Victor L.
Unifying Quantitative Methodology in Social Research.
PUB DATE- 99
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; *Research Methodology; *Social Science Research; *Structural Equation Models

A case is made for representing quantitative methods in use in the social sciences within a unified framework based on structural equation methodology (SEM). Most of the methods now in use are shown in their SEM representation. It is suggested that the visual and verbal representations of SEM are of most use, while specific estimation and hypothesis testing methods play a lesser role. The change to a common verbal and visual representation for quantitative methods allows better understanding of quantitative methods for students, easier communication among researchers, and new improvements in quantitative approaches to social research. (Contains 8 figures and 15 references.) (Author/SLD)

ED 434 158 TM 030 123

Taber, Brian J.; Luzzo, Darrell Anthony
A Comprehensive Review of Research Evaluating the Effectiveness of DISCOVER in Promoting Career Development. ACT Research Report Series 99-3.
PUB DATE- 99
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Career Development; *Career Guidance; College Students; Computer Assisted Testing; *Counseling;

of violence in their environments. Their information fell into three main categories: (1) what the block looks like; (2) the activity of people on the block; and (3) how they would like the block to look. The voices of these children, expressed in artwork and recreated in story form, became part of a process that might produce energy for other experiences that are part of an enriching school day. Children's ideas about their environment expressed in this way can educate the educator and provide evidence that children are "meaningmakers" in their own worlds. (Contains 11 references.) (SLD)

ED 434 178 UD 033 109

Mitchell, Claudia; Reid-Walsh, Jacqueline
Nine Going on Seventeen: Boundary Crises in the Cultural Map of Childhood/Adolescence.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Age Differences; Attitudes; *Child Development; *Females; Foreign Countries; *Periodicals; *Popular Culture; *Sexuality
IDENTIFIERS- *Seventeen Magazine

Boundary crises for girls moving into adolescence were studied by analyzing "Seventeen" magazine to contribute to the discourse around redefining childhood. The border between childhood and adolescence appears to be moving downward, and as the boundary goes down, the moral panic in society often goes up. To analyze "Seventeen," a system of analysis was developed to use the three levels of textuality identified by J. Fiske (1987): primary texts, reader texts, and production texts. The "prom" issues of "Seventeen" (March) were analyzed for 1985-87 and 1999 for what they tell about the age and attitudes of readers. The current magazine is clearly targeted toward and being read by younger girls than it was in the 1980s. The presence of information about health and sexuality issues can be seen as survival information that complements the sex education classes children receive in middle school. In addition, the magazine now appears to appeal to the popular culture of the younger reader in a way that makes the styles playful literally and, by extension, metaphorically. (Contains 28 references.) (SLD)

ED 434 179 UD 033 110

Hong, Eunsook; Lee, Kit-hung
Chinese Parents' Awareness of Their Children's Homework Style and Homework Behavior and Its Effects on Achievement.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Behavior Patterns; *Cognitive Style; Cultural Differences; *Elementary School Students; Foreign Countries; *Homework; Intermediate Grades; *Junior High School Students; Junior High Schools; Parent Child

math, engineering and technology (SMET). Represented at the conference were various types of 2-year and 4-year institutions, private industry, professional societies, federal agencies and other organizations. The major session topics covered were: (1) The Challenge to Undergraduate Education; (2) Perspectives on Revitalizing Undergraduate Education; (3) The NSF Review of Undergraduate Education and the NRC "Year of Dialogue"; and (4) Institution-Wide Reform: Towards a Coherent Plan. Roundtable discussions and forums included the following: a Legislators Roundtable, an Industry Roundtable, a Corporate and Foundation Partners Forum, and an Academic Presidents Forum. Contains 4 appendices: excerpts from the 1996 report to the NSF "Shaping the Future: New Expectations for Undergraduate Education in Science, Math, Engineering and Technology" (NSF 96-139) and the companion NRC study "From Analysis to Action: Undergraduate Education in Science, Mathematics, Engineering and Technology"; abstracts of institutional plans from various undergraduate institutions, including 6 community colleges; directory of exhibitors; and conference participants. (RDG)

ED 433 874   JC 990 588

Robinson, Shawn
Reaction Paper on Remediation in the Community College
  Mathematics Curriculum.
PUB DATE- 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
  (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Admission (School); *College
  Mathematics; *Community Colleges; Computer Uses in Education;
  Educational Technology; Educational Testing; Learning
  Strategies; Outcomes of Education; Remedial Instruction;
  *Remedial Mathematics; Remedial Programs; Student Needs;
  *Student Placement; *Teacher Student Relationship; Teaching
  Methods; Two Year Colleges

Remedial mathematics has taken several forms over the years--across the nation, within departments, and among mathematics instructors. There is a growing debate over the effectiveness of remedial courses in relationship to eventual student matriculation, which increases institution funding. The use of technology, real-life problems and projects, self-paced study, as well as early diagnoses are critical issues facing those involved in remediation at the community college. This paper focuses on technology, success rates of remediated students, and how to better prepare students for college-level mathematics courses. One key part of the effectiveness of technology in the classroom is student-teacher interaction. This human interaction must continue as the main form of formal instruction with technology acting as a conduit for this to take place efficiently. This report addresses the issue of finding better ways to get students coming out of developmental courses better prepared for college-level work. It states that the focus on rote memorization of formulas, algorithms, and rules is a hindrance to students at the developmental level as they impede progress towards higher-order thinking required in most college-level courses. The paper concludes with the statement that proper placement of students through the ministering of placement tests into appropriate courses, be they developmental or otherwise, is essential to student success. (VWC) continuously for instructional innovation, encourage faculty to stay current in disciplines, foster faculty interaction, and persuade upper management to provide resources for innovative projects. During the innovation process, effective deans monitor instructional change, solve problems that arise, and evaluate the success of the innovations and make any necessary adjustments. Contains 59 references. (RDG)

ED 433 893   JC 990 608

Piotrowski, Craig
Waukesha County Technical College 1998 Financial Activity and Condition Taxpayer Summary.
PUB DATE- 98
NOTE- 29p.; For the fiscal year ended June 30, 1998.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Annual Reports; Community Colleges; *Community Relations; *Educational Finance; Financial Policy; Financial Support; *Institutional Evaluation; *School Community Relationship; School Funds; Two Year Colleges
IDENTIFIERS- *Waukesha County Technical College WI

The Waukesha County Technical College (WCTC) Financial Activity & Condition Taxpayer Summary (FACTS) provides a brief report on the financial operations of the college. The summary is prepared for the local community, which provides property and business tax and other support to WCTC. Press releases on the FACTS availability were sent out by WCTC and copies of the document were sent to various constituencies, all in the effort to help meet the college's public accountability obligation. Key elements of the summary include: (1) a message from the Board describing accomplishments, commitment to quality, planning issues and concerns facing WCTC; (2) a President's Outlook, which discusses the college's role in the local education community and the global marketplace; (3) recent service efforts and accomplishments; (4) a brief history of the college; (5) current college financial condition, assets, and liabilities; (6) college financial activity, revenues, and expenditures; (7) taxing district statistics; (8) property values and taxes; and (9) student information and graduate follow-up. Total assets increased from $60 million to $62 million between 1997 and 1998, while the general balance fund decreased from $14.6 million to $13.9 million. (RDG)

ED 433 894   JC 990 609

Tessmann, Cary A.
Waukesha County Technical College 1998 Comprehensive Annual Financial Report.
PUB DATE- 98
NOTE- 156p.; For the fiscal year ended June 30, 1998.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Annual Reports; *Budgets; Community Colleges; *Educational Finance; Expenditures; Federal Aid; *Financial Audits; Financial Policy; *Financial Support; Income; *Institutional Evaluation; State Aid; Student Characteristics; Tables (Data); Two Year Colleges
IDENTIFIERS- *Waukesha County Technical College WI

Waukesha County Technical College (WCTC) is one of 16

Program) which are based in the community, oriented to the parents, and administered by trained teachers. The incorporation of heroes--those women who take total responsibility for their children and those men who are acknowledged, although unofficial, leaders of their communities--as paraprofessionals in the education system could also have a positive influence on young children. (DLH)

ED 433 913 PS 027 751

Silver, Judith A., Ed.; Amster, Barbara J., Ed.; Haecker, Trude, Ed.
Young Children and Foster Care: A Guide for Professionals.
PUB DATE- 99
NOTE- 509p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Caseworkers; Child Abuse; Child Advocacy; Child Health; Child Neglect; *Child Welfare; *Childhood Needs; Early Intervention; Emotional Development; *Foster Care; *Infants; Physical Development; Psychological Needs; Social Services; Social Workers; *Toddlers
IDENTIFIERS- Child Placement; Placement (Foster Care)

This book is intended to provide social services welfare professionals a comprehensive discussion from a multidisciplinary perspective of infants and preschool-age children in the child welfare system. Contributors to the book are specialists in the fields of pediatrics, psychology, child welfare, social policy, legal advocacy, speech-language pathology, physical therapy, theology, and early intervention. The book is divided into five sections, covering developmental and emotional concerns, medical concerns, advocating for children, prevention and early intervention, and training. Individual papers are: (1) "Starting Young: Improving Children's Outcomes" (Silver); (2) "Emotional Development and Disorders in Young Children in the Child Welfare System" (Morrison, Frank, Holland, and Kates); (3) "Feeding Disorders in Infants and Young Children" (Greis); (4) "Motor Development and Disorders in Young Children" (Orlin); (5) "Speech and Language Development of Young Children in the Child Welfare System" (Amster); (6) "Supporting the Spirituality of Children in Foster Care and Their Caregivers" (Weaver); (7) "Health Care for Young Children in Foster Care" (Silver, Haecker, and Forkey); (8) "Child Abuse and Neglect" (Christian); (9) "Child Abuse and Developmental Disabilities" (Jaudes and Shapiro); (10) "Children with Complex Health Care Needs and the Public Sector Child Welfare Agency" (Meyers, Alexander, Silver, and Vogel); (11) "Child Placement: Policies and Issues" (Mauro); (12) "On the Front Lines: Foster Parents' Experiences in Coordinating Services" (Ross and Crawford); (13) "Collaboration with the Child Advocate" (O'Grady and Birns); (14) "Family-Centered, Home-Based Prevention Strategies for Vulnerable Families of Young Children" (Marcenko); (15) "Emergency Child Care and Overnight Respite for Children from Birth to 5 Years of Age: Development of a Community-Based Crisis Nursery" (Andrews, Bishop, and Sussman); (16) "Early Intervention Services for Infants and Preschoolers in Foster Care" (Spiker and Silver); (17) "Early Intervention for Drug-Exposed Infants in Foster Care: The Infant Nursery Caregiver Education Parent Training Program" (Linares, Jones, Sheiber, and Rosenberg);

Descriptions) (141)
DESCRIPTORS- *Brain; *Cognitive Development; Emotional Development; Hearing (Physiology); *Infants; Influences; Intelligence; Language Acquisition; Language Processing; Memory; Nature Nurture Controversy; Neurology; Prenatal Influences; Psychomotor Skills; Sex Differences; Social Development; *Toddlers
IDENTIFIERS- *Brain Development; Neurobiology; Olfactory Sense; Touching

Drawing upon the burgeoning research in neurology, as well as stories of real children, this book charts the brain's development, from conception through the critical first 5 years of life. In examining the many factors that play crucial roles in that process, the book explores the evolution of the senses, motor skills, social and emotional behaviors, and mental functions such as attention, language memory, reasoning, and intelligence. The book's chapters are: (1) "Nature or Nurture? It's All in the Brain"; (2) "The Basic Biology of Brain Development"; (3) "Prenatal Influences on the Developing Brain"; (4) "How Birth Affects the Brain"; (5) "The Importance of Touch"; (6) "Why Babies Love To Be Bounced: The Precocious Sense of Balance and Motion"; (7) "The Early World of Smell"; (8) "Taste, Milk, and the Origins of Food Preference"; (9) "Wiring Up the Visual Brain"; (10) "How Hearing Evolves"; (11) "Motor Milestones"; (12) "Social-Emotional Growth"; (13) "The Emergence of Memory"; (14) "Language and the Developing Brain"; (15) "How Intelligence Grows in the Brain"; (16) "Nature, Nurture, and Sex Differences in Intellectual Development"; and (17) "How To Raise a Smarter Child." The book concludes with extensive notes organized by chapter. (HTH)

ED 433 932 PS 027 910

Daley-Harris, Shannon
Wonderfully Made: Preparing Children To Learn and Succeed. Worship, Educational, Community Outreach, and Advocacy Resources for Protestant, Catholic, Jewish and Other Faith Traditions.
SPONS. AGENCY- Charles H. Revson Foundation, Inc., New York, NY.; Prudential Foundation, Newark, NJ.; William Penn Foundation, Philadelphia, PA.
PUB DATE- 99
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Advocacy; Child Welfare; *Childhood Needs; Elementary Secondary Education; Learning Readiness; Preschool Education; Religious Holidays; *Religious Organizations; *Resource Materials
IDENTIFIERS- *National Observance of Childrens Sabbaths

This booklet provides resource materials for the National Observance of Children's Sabbaths, a weekend of worship, education, outreach, and advocacy that proclaims and responds to a faith-based call to meet the needs of children. The theme of 1999's Children's Sabbath focuses on getting all children ready to learn and succeed. The booklet's sections are: (1) "Welcome to the National Observance of Children's Sabbaths," which provides background information on the movement; (2) "Messages and Endorsements," including letters from Marian Wright Edelman, president of the Children's Defense Fund; Rev.

SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.; Pew Charitable Trusts, Philadelphia, PA.; Kraft General Foods Foundation, Glenview, IL.; Ford Foundation, New York, NY.; Ford Foundation, New York, NY. Education and Research Div.
PUB DATE- 97
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Child Welfare; Community Programs; Evaluation Criteria; *Evaluation Methods; *Evaluation Problems; *Family Programs; *Integrated Services; Periodicals; Program Effectiveness; *Program Evaluation

This document is comprised of the 1997 issues of a quarterly newsletter of the Harvard Family Research Project, designed to share new ideas and experiences in evaluating systems reform and comprehensive child and family services. The first issue focuses on evaluation methodology and includes articles on the following topics: (1) mixing evaluation methods; (2) case study methodology; (3) learning organizations; (4) self-sufficiency assessment; and (5) automated information systems in community-based agencies. The second issue concerns the evaluation of school-linked services and includes articles on: (1) best practices in evaluation design and in evaluating outcomes, collaboration, and sustainability; (2) Vermont's goals and strategies for integrating education and social services; (3) using program staff perspectives in evaluation; (4) local use of data; (5) New Jersey's School-Based Youth Services Program; (6) Boston's Extended Services School; and (7) Communications for Child Protection Project. The third issue (combining numbers 3 and 4 for the year) deals with the evaluation of community-based initiatives (CBI) and includes articles on: (1) improving CBI evaluation practice; (2) implementing a theories of change evaluation; (3) neighborhood indicators; (4) learner-centered evaluation practice; and (5) the Kellogg Youth Initiative Partnerships. Each issue includes information on training opportunities/conferences and evaluation resources and updates on HFRP's research results. (KB)

ED 433 950 PS 027 953

Continuity for Success: Transition Planning Guide.
PUB DATE- 99
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Developmental Continuity; Early Childhood Education; Family School Relationship; Interprofessional Relationship; Kindergarten; Parent Participation; Parent School Relationship; Parent Teacher Cooperation; *Partnerships in Education; Preschool Children; Preschool Education; Program Development; *School Readiness; *Transitional Programs
IDENTIFIERS- *Parent Teacher Association; *Project Head Start

This guide is a planning tool for establishing Head Start-Parent Teacher Association (PTA) partnerships, building effective transition practices from preschool to kindergarten, and promoting continuity in parent and family involvement. Designed for use by coordinators of early childhood, parent involvement, and outreach activities, the guide can be used to facilitate planning meetings to promote Head Start partnerships with the

schools efforts. The fourth section, "Resources and References," provides a number of resources to help a faith community support children's learning, including Statement of Principles on Religious Expression in Public Schools, The Equal Access Act, and a list of organizations that can answer questions about religious expression in public schools. (LPP)

ED 433 967 PS 027 979

Nadel, Jacqueline, Ed.; Butterworth, George, Ed.
Imitation in Infancy. Cambridge Studies in Cognitive and Perceptual Development.
PUB DATE- 99
NOTE- 293p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Autism; Behavior Patterns; Child Development; Communication Research; Developmental Psychology; Downs Syndrome; *Imitation; *Infant Behavior; *Infants; *Neonates; *Nonverbal Communication; Observational Learning; Piagetian Theory; Socialization

Modern research has suggested that imitation is a natural mechanism of learning and communication, yet the possibility of imitation in newborn humans has been controversial. This book looks at evidence for innate imitation in babies. The chapters in the first section of the book reassess the Piagetian tradition, especially concerning the relation between immediate imitation, deferred imitation, and mental representation. Chapters are: (1) "Persons and Representation: Why Infant Imitation Is Important for Theories of Human Development" (Andrew Meltzoff and M. Keith Moore); and (2) "Genesis and Development of Early Infant Mimesis to Facial and Vocal Models" (Giannis Kugiumutzakis). The second section discusses theoretical issues concerned with the ontogeny and phylogeny of imitation. Chapters are: (3) "Neonatal Imitation: Existence, Mechanisms, and Motives" (George Butterworth); and (4) "Evolutionary Foundations of Imitation: Social, Cognitive, and Developmental Aspects of Imitative Processes in Non-human Primates" (Kim Bard and Connie Russell). The third section of the book focuses on the social and emotional motives for imitation in infancy. Chapters are: (5) "What Infants' Imitations Communicate: With Mothers, with Fathers, and with Peers" (Colwyn Trevarthen, Theano Kokkinaki, and Geraldo Fiamenghi, Jr.); and (6) "Imitation as Activity: Its Developmental Aspects" (Ina Uzgiris). The final section of the book explores the value of imitation as a marker for normal and atypical communicative development. Chapters are: (7) "The Evolving Nature of Imitation as a Format for Communication" (Jacqueline Nadel, Caroline Guerini, Ann Peze, and Christine Rivet); (8) "Neonatal Imitation and Imitation among Children with Autism and Down's Syndrome" (Mikael Heimann and Eva Ullstadius); and (9) "An Examination of the Imitation Deficit in Autism" (Sally Rogers). Each chapter contains references. (LPP)

ED 433 968 PS 027 981

Slater, Alan, Ed.
Perceptual Development: Visual, Auditory, and Speech Perception in Infancy. Studies in Developmental Psychology.
PUB DATE- 98
NOTE- 435p.
LANGUAGE- English

analyses, statistically significant and negative interaction effects were found, such that achievement in schools with less advantaged students decreased as school size increased. Inclusion of two additional independent variables--percent of black students and percent of other minority students--had little effect on regression results. Similar analyses for school district size did not find the size-by-socioeconomic status interaction effect. (Contains 49 references and 33 statistical data tables.) (SV)

ED 433 986 RC 022 088

Bickel, Robert
School Size, Socioeconomic Status, and Achievement: A Texas Replication of Inequity in Education with a Single-Unit School Addendum.
PUB DATE- 99
NOTE- 67p.; For other school size reports, see ED 433173-5 and RC 022 087.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Economically Disadvantaged; Elementary Secondary Education; Enrollment; Regression (Statistics); School District Size; *School Size; Small Schools; Socioeconomic Influences; *Socioeconomic Status; Tables (Data)
IDENTIFIERS- Interaction (Statistical); *Texas; *Unit Schools

Recent research in West Virginia and California has linked school size to both effectiveness and equity, finding that as school size increased, the mean achievement costs for schools with less-advantaged students became more burdensome. An effort was undertaken to replicate this research in four states offering a variety of school settings and conditions. This report describes analysis of 1996-97 data from 6,288 Texas schools using a multiple regression equation in which the dependent variable was mean achievement test score and independent variables were school size (enrollment per grade level being analyzed), percent of enrollment eligible for free or reduced-cost lunch, and a multiplicative interaction term. Various test scores were analyzed for grades 3, 5, 8, and 10. In 9 of 10 analyses, statistically significant and negative interaction effects were found, such that achievement in schools with less advantaged students decreased as school size increased. Effects were very strong for grades 8 and 10. Similar analysis for district size found no effects for grades 3 and 5, but a significant negative main effect was found for grades 8 and 10, such that achievement levels for all students decreased as district size increased. Separate analysis of size effects in 132 single-unit (K-12) schools, which averaged much smaller enrollments per grade level than other schools, found very few interaction effects and a weakened direct effect of socioeconomic status. (Contains 47 references and 27 statistical data tables.) (SV)

ED 433 987 RC 022 091

The Debate over Dropouts: How Many Are There? Measuring Up: The State of Texas Education.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English

Educational Planning; Educational Policy; Educational Practices; *Engineering Education; Higher Education; *Outcomes of Education; Partnerships in Education; Program Descriptions; Program Evaluation
IDENTIFIERS- *Southeastern Univ and Coll Coalition for Eng Educ

This document outlines the strategic plan developed in 1998 by the Southeastern University and College Coalition for Engineering Education (SUCCEED). The organizational structure, overall goals and milestones, and core strategies of the SUCCEED Project are described. Focus Team strategic plans for faculty development, outcomes assessment, student transitions, and technology-based curriculum delivery are discussed. Campus Implementation Team Strategic Plans for each of the member schools--Clemson University, Florida A&M University, Florida State University, Georgia Institute of Technology, North Carolina A&T State University, North Carolina State University, University of Florida, University of North Carolina at Charlotte, Virginia Polytechnic Institute and State University--are also presented. Coalition Service Team Strategic Plans for assessment, evaluation, and dissemination are also included. (WRM)

ED 434 004 SE 062 803

Ohland, Matthew W., Ed.; Anderson, Tim J., Ed.
SUCCEED (Southeastern University and College Coalition for Engineering Education) Strategic Plan, 1999.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 63p.; Some print may be too small to photograph well. For related documents, see SE 062 802-805.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Improvement; Educational Innovation; Educational Planning; Educational Policy; Educational Practices; *Engineering Education; Higher Education; *Outcomes of Education; Partnerships in Education; Program Descriptions; Program Evaluation
IDENTIFIERS- *Southeastern Univ and Coll Coalition for Eng Educ

This document outlines the strategic plan developed in 1999 by the Southeastern University and College Coalition for Engineering Education (SUCCEED). The organizational structure, overall goals and milestones, and core strategies of the SUCCEED Project are described. This plan overviews faculty development, outcomes assessment, student transitions, technology-based curriculum delivery, assessment and evaluation, and dissemination. Program descriptions for each of the member schools--Clemson University, Florida A&M University, Florida State University, Georgia Institute of Technology, North Carolina A&T State University, North Carolina State University, University of Florida, University of North Carolina at Charlotte, Virginia Polytechnic Institute and State University--are also presented. (WRM)

ED 434 005 SE 062 804

Ohland, Matthew W., Ed.; Anderson, Tim J., Ed.
SUCCEED (Southeastern University and College Coalition for Engineering Education) Annual Report: Year 6.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 78p.; Some print may be too small to photograph well. For

(11) "Basic Skills Should Include Mental Computation;" (12) "Narrowing the Curriculum River;" (13) "A National Curriculum?;" (14) "Our Readers Count on Calculators;" and (15) "Questionnaire." (CCM)

ED 434 030 SE 062 872

Pennington, Robin
A Study To Determine the Effect of Instruction in Effective Use of a Calculator on Test Scores of Middle School Students.
PUB DATE- 98
NOTE- 54p.; M.A. Thesis, Salem-Teikyo University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Calculators; Educational Technology; Elementary Secondary Education; Grade 8; *Mathematics Achievement; Mathematics Instruction; *Middle School Students; Middle Schools; Teaching Methods

The intent of this study is to determine whether or not teaching students how to use available calculators can improve their mathematics test scores. The study involved 89 seventh and eighth grade students. These students were randomly divided into three separate groups which included two experimental groups and the control group. The control group did not use calculators while one experimental group had access with no instruction on how to use them and the other experimental group had access with instruction. The design for this investigation was an experimental, three-group, pre-test/post-test design. The data were analyzed using a t-test of gain scores. The calculator used for this investigation was the Texas Instrument Math Explorer Plus. All three groups took a pre-test without the use of a calculator. Both experimental groups took the post-test two weeks later with the use of a calculator but one group had classroom instruction on how to use the calculators first. The results showed that at the end of the two-week period the test scores improved significantly when calculator instruction was given. Although test scores improved when students had access to calculators without instruction, there was no significant difference statistically. This indicates that students should be properly instructed on the use of calculators during classroom situations before using them in testing situations. (Contains 49 references.) (Author)

ED 434 031 SE 062 873

Tabak, Iris; Reiser, Brian J.
Steering the Course of Dialogue in Inquiry-based Science Classrooms.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classrooms; Discussion (Teaching Technique); Elementary Secondary Education; *Inquiry; Questioning Techniques; *Science Activities; *Science Instruction; Science Process Skills; *Scientific Concepts; Students; *Teaching Methods

Mastering science involves not only developing the skills of

(4) "Pre-Viewing Activities"; (5) "Post-Viewing Activities"; (6) "Vocabulary/Concept List"; (7) "Issues for Discussion"; and (8) "Additional Activities." Contains six handouts, a knowledge inventory with answer key, and a resource guide. (BT)

ED 434 053   SO 030 916

Degelman, Charles; Philips, Susan
Active Citizenship Today Implementation Guide: Questions and Answers about Service Learning.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 98
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizen Participation; *Citizenship; *Citizenship Education; Civics; High Schools; Middle Schools; Problem Solving; Program Implementation; School Community Relationship; *Service Learning; Social Studies; Theory Practice Relationship

"Active Citizenship Today" (ACT) is a service learning program for the social studies. There are two things that make ACT different from other service learning programs: (1) the "learning" in service -- learning refers to traditional social studies content and skills (it is a civics model); and (2) ACT is built around a problem-solving framework. This guide is the result of 5 years of the ACT program and represents a synthesis of what participants have experienced in implementing ACT. The guide is built around the following questions: (1) "What Is ACT?"; (2) "Why Use ACT?"; (3) "What Does ACT Look Like?"; (4) "Where -- and How -- Do I Begin?"; (5) "How Do I Keep ACT Alive?"; (6) "How Do I Stir Up Interest?"; (7) "What Is the Role of the Community?"; (8) "The ACT Program Coordinator -- What's the Big Deal?"; (9) "How Do I Evaluate ACT?"; and (10) "What Resources Are Available?" (BT)

ED 434 054   SO 030 933

What's under the Golden Dome? A Children's Guide to the Massachusetts State House. Update.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Architectural Character; Architecture; Elementary Education; Heritage Education; Recreational Activities; *Social Studies; *State Government; *State History; United States History
IDENTIFIERS- Historic Sites; *Massachusetts; *State Capitals

This booklet takes children on a tour of one of the oldest and most historic State Houses in the nation, that of Massachusetts. The booklet explains that the State House is the workplace of the Governor, the Legislature, and constitutional officers. It offers a historical overview of the Massachusetts State House. The first one was built in 1712, but when it became too small, the present one was built in 1795--20 years international projects within their local communities, as part of a regional, national, or Europe-wide effort. After describing the background to the course, the report highlights a number of related themes such as the European dimension and intercultural implications. Lastly, it examines the future of Roma/Gypsy youth work. Comments by course participants also are included in the report. (Sections contain footnotes.) (BT)

ED 434 073 SO 031 132

Mukai, Gary; Kim, Pearl; Li, Alan; Chenette, Sara
Megacities in the Asia/Pacific Region: Focusing on Their Environmental Impact.
SPONS. AGENCY- Japan Foundation, Tokyo. Center for Global Partnership.
PUB DATE- 97
NOTE- 161p.; Also supported by the Consulate General of Japan in San Francisco; Institute for International Studies; Stanford University; Japan Fund, Stanford University; and the Stanford East Asia National Resource Center (HEA Title VI).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Environmental Influences; Foreign Countries; *Futures (of Society); Geographic Regions; *Natural Resources; Secondary Education; Social Studies; Student Educational Objectives; Units of Study; *Urban Areas; *Urban Environment
IDENTIFIERS- *Asia Pacific Region; China (Beijing); Ecological Perspective; Environmental Impact; Global Issues; India (Bombay); *Megacities; Philippines (Manila); Thailand (Bangkok)

This curriculum unit explains that currently Asia has 9 of the world's 14 megacities (a city with a population of 10 million people or more) and that by the year 2015 there will be 27 megacities with 17 of them in Asia. The unit introduces students to several megacities in Asia and uses these cities as examples for understanding the ecological impacts a megacity has on its surrounding environment. The unit contains six lessons: (1) "Megacities and Air Pollution" (students examine what a megacity is, where megacities are located in the world, how graphs can be used to analyze trends, and the effects one region's air pollution has upon another geographic region); (2) "Energy and Society" (students explore the characteristics of energy use in the megacities of Beijing, Mumbai, and Manila; how energy use affects society and personal lifestyles, and the characteristics of high- and low-energy use societies; and guidelines for preparing brief overviews of the cities and presenting them to the class); (3) "Bangkok and the Scope of Water Pollution" (students discover various perspectives of Bangkok's water pollution problems and the ways the perspectives are interdependent, and the significance of water in Thai culture); (4) "Waste Management in Tokyo" (students learn the major ways people in Tokyo dispose of waste, the viability of these methods, and the similar methods that exist in students' home communities); (5) "Urbanization in Asia: Key Actors--Their Roles and Concerns" (students analyze the significance urbanization has on the environment of Asia, and the roles and concerns of key actors involved with environmental issues); and (6) "Sustainability of Megacities" (students examine the major environmental problems facing Asia, the major underlying causes of environmental degradation, and solutions to reducing environmental degradation). The appendices include sustainability game panels, sustainability

Smyth, John; Shacklock, Geoffrey
Re-Making Teaching: Ideology, Policy and Practice.
PUB DATE- 98
NOTE- 223p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; *Educational Policy; Elementary Secondary Education; Foreign Countries; Politics of Education; Public Education; *Teachers
IDENTIFIERS- Australia; *Lead Teachers

This book criticizes the current theory that effective education should promote economic competiveness in today's global market. It also insists that the theory of effective education has been taken out of the hands of teachers and assumed by people outside the classroom. Furthermore, the book describes teachers' reactions and resistance to these current trends. Though the book presents case studies from Australia, it intends to be international in scope. There are eight chapters: (1) "Preliminaries"; (2) "Scoping the Wider Knowledge"; (3) "Teaching under (Re-)Construction"; (4) "Teachers Doing Their 'Economic' Work"; (5) "Managing the 'Preferred' Teacher"; (6) "Interrupting the Dominant View"; (7) "Letting the 'Preferred' Teacher Speak"; and (8) "Conclusion." (SM)

ED 434 094 SP 038 780

Whitman, Nancy C.
The Japanese Middle Schools: A Reflection on Practices, Issues and Trends.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Japan-United States Teacher Education Consortium Conference (Honolulu, Hawaii, August 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Block Scheduling; Computer Uses in Education; *Curriculum; *Educational Change; Educational Technology; *Equal Education; Ethical Instruction; Foreign Countries; Government School Relationship; *Middle Schools; Moral Development; Politics of Education; *School Organization; Teacher Collaboration; Teamwork; Time Management
IDENTIFIERS- *Japan

This paper discusses practices, issues, and trends in Japanese middle school education that have bearing on U.S. education, grouping them into four categories. Section 1, "School Reform," discusses central control of education, opportunities for student creativity, improved teacher education, and the examination system. Section 2, "Centralization," observes Japan's move toward decentralization while the United States concurrently moves away from decentralization. Section 3, "School Organization and the Use of Time," describes middle school grade levels, block scheduling, the school year, team teaching, teacher collaboration, looping, and student uniforms. Section 4, "Curriculum," discusses how the Japanese school curricula differs from U.S. curricula. Some of the differences are that in Japan, the academic curriculum is determined by the Ministry of Japan, while in the U.S., it is determined by local boards of education. In Japan, unlike the U.S., there are academic requirements for music, art, and moral education. Japan has less focus on teamwork and cooperative learning. In school districts reported. (Contains 10 references.) (SM)

ED 434 114 SP 038 803

Hayward, Kneka, Ed.
The Maine Sealant Manual for School-Based and School-Linked Dental Sealant Programs.
PUB DATE- 98
NOTE- 41p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Health; *Dental Health; Elementary Secondary Education; *Health Promotion; Program Development; *School Health Services; Students
IDENTIFIERS- Maine; *Pit and Fissure Sealants

This manual is designed for use by school personnel and dental personnel to aid in the development and maintenance of school-based or school-linked dental sealant programs. The sections include (1) "Introduction"; (2) "Guidelines" (school selection, school contacts, dental providers, target grades, and tooth selection criteria); (3) "Education and Screening"; (4) "Staff Training"; (5) "Equipment"; (6) "Supplies"; (7) "Description of Forms" (permission slip, patient chart, sealant program summary, screening results/sealant placement, oral health screening followup report, rescreening results form, and data collection and analysis); (8) "Sealant Materials"; (9) Sealant Application Technique"; (10) "One Year Retention Checks"; and (11) "Implementation." The 19 appendixes include sample letters, forms, and charts; fact sheets; press releases; promotional materials; policy statements; and resources. (SM)

ED 434 115 TM 030 076

Wolfe, Edward W.; Moulder, Bradley C.; Myford, Carol M.
Detecting Differential Rater Functioning over Time (DRIFT) Using a Rasch Multi-Faceted Rating Scale Model.
PUB DATE- 99
NOTE- 41p.; Based on a paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; Effect Size; Evaluators; *Item Response Theory; *Rating Scales
IDENTIFIERS- *Rasch Model; *Rater Effects

This paper describes a class of rater effects that depict rater-by-time interactions. This class of rater effects is referred to as differential rater functioning over time (DRIFT). This article describes several types of DRIFT (primacy/recency, differential centrality/extremism, and practice/fatigue) and Rasch measurement procedures designed to identify these types of DRIFT in rating data. These procedures are applied to simulated data and are shown to be useful in classifying raters as being aberrant or nonaberrant about 95% of the time for primacy, recency, and differential centrality and extremism, particularly for moderate or larger effect sizes. Rates of correct classification for practice and fatigue were lower

Salvucci, Sameena; Wenck, Stephen; Tyson, James
Development of a Prototype System for Accessing Linked NCES Data. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Information; Data Analysis; Elementary Secondary Education; *Information Dissemination; Models; *National Surveys
IDENTIFIERS- *Linkage; *National Center for Education Statistics

A project has been developed to advance the capabilities of the National Center for Education Statistics (NCES) to support the dissemination of linked data from multiple surveys, multiple components within a survey, and multiple time points. An essential element of this study is the development of a software prototype system to facilitate NCES data customers' access to linked historical data (i.e., a data warehouse). Following an introduction, section 2 summarizes research in data warehousing. Section 3 documents the range of potential linkages using historical NCES survey data, describes recent linking projects, and explains the selection of data for the warehousing project. Section 4 addresses the objective of the data warehouse, explains metadata, and provides a description of the data model developed to represent multiple years of the Common Core of Data district level data set. Section 5 describes the steps and tools used in implementation of the model into a prototype warehouse, and section 6 contains conclusions based on this study. Section 7 contains selected references. Three appendixes contain supplemental information about the interviews, data imputation, and sample screens from the software. (Contains 5 tables, 3 figures, and 35 references.) (SLD)

ED 434 137 TM 030 099

Baker, David P.; Levine, Roger; Han, Mei; Garet, Michael
A Feasibility Study of Longitudinal Design for Schools and Staffing Survey. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Data Collection; Elementary Secondary Education; Evaluation Methods; Longitudinal Studies; *National Surveys; *Research Design; *Sampling; Tables (Data)
IDENTIFIERS- *Schools and Staffing Survey (NCES)

This report summarizes tasks undertaken to assess the feasibility of a longitudinal analysis of elementary and secondary schools. The initial objective was to see if it was technically possible to analyze overlap samples of schools from the Schools and Staffing Survey (SASS) to produce substantive findings. Over the course of the project various other objectives were added, including an appraisal of longitudinal designs for a general study of schools and recommendations about the use of the SASS. This report contains a discussion and set of recommendations

Decision Making; *Evaluation Methods; High School Students; High Schools; Higher Education; Literature Reviews; Middle School Students; Middle Schools
IDENTIFIERS- *DISCOVER System

DISCOVER is the computer-assisted career guidance program of the American College Testing Program. A comprehensive review of research on the effectiveness of DISCOVER found that it increases users' vocational identity, level of career development, and career decision-making self-efficacy. Somewhat mixed findings emerged regarding the effectiveness of DISCOVER as a tool for increasing career decidedness, occupational certainty, career maturity, and career exploration. DISCOVER appears to be most effective when used in conjunction with additional career exploration and planning activities (e.g., individual counseling and group workshops). This report includes summaries of the 26 investigations evaluating DISCOVER's effectiveness that have been published between 1978 and 1998. The populations studied included middle school students, high school students, college students, and adults in career transition. Suggestions for future research are discussed, with a particular focus on improving methodological limitations of previous research in this domain. An appendix contains a chronology of DISCOVER versions. (Contains 2 tables and 69 references.) (Author/SLD)

ED 434 159 TM 030 124

Rael, Patricia S.; Travelstead, Jim
Handbook: Statewide Student Assessment System. Information for Parents, Students, Teachers, and Other School Personnel.
PUB DATE- 99
NOTE- 12p.; Designed by Maryann Vigil.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Criterion Referenced Tests; *Educational Testing; Elementary Secondary Education; Graduation Requirements; Norm Referenced Tests; Reading Tests; State Programs; *State Standards; *Student Evaluation; Test Construction; Test Content; *Test Use; *Testing Programs; Writing Tests
IDENTIFIERS- *New Mexico; New Mexico High School Proficiency Examination

This document provides basic information about the Statewide Student Assessment System in New Mexico. There are four components of the Statewide Student Assessment System that are guided by the State Department of Education. Each component serves a specific purpose and targets specific grade levels. The purpose of the reading assessment of grades 1 and 2 is to determine reading proficiency. Each local school district determines the methods of assessing students' progress in reading in these grades. The second component, the New Mexico Achievement Assessment Program, is administered to all students in grades 3 through 9 in the content areas of reading/language arts, mathematics, science, and social studies. The norm-referenced test used for this purpose is the CTBS5/TerraNova Survey Plus with a custom supplement test booklet for New Mexico. Together, these tests provide performance-level data about student progress toward the state's standards. The New Mexico Writing Assessment Program is a direct, on-demand assessment for student in grades 4 and 6. Districts have the

Relationship; *Parents; *Student Attitudes
IDENTIFIERS- Hong Kong

The degree of parental awareness of their children's homework style and homework behavior and its effects on academic and homework achievement and homework attitude were investigated in 329 Chinese fifth graders (172 boys and 157 girls) and 244 seventh graders (130 boys and 114 girls) and their parents in Hong Kong. Parental awareness of their child's homework style reflected the influences of culture and the age of the child, as indicated in the degree of parent-child agreement on children's preferred homework style in the two grades. In general, a higher degree of parental awareness of the child's homework style preferences was associated with a child having higher achievement and more positive attitudes toward homework. Without parental knowledge of individual differences in learning styles, potentially positive parental influence could be compromised. Cultural differences in the level of support within the home for homework activities and the need for cooperation between teachers and parents in efforts to match home environment with children's strong learning style are discussed. (Contains 3 tables and 52 references.) (Author/SLD)

ED 434 180 UD 033 111

Williams, Kimberly M.
Beyond the Numbers: Ethnography of Life at an Alternative School for Students Caught with Weapons.
PUB DATE- 99
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Action Research; *Educational Environment; Ethnography; *High School Students; High Schools; Intervention; *Middle School Students; Middle Schools; *Nontraditional Education; Prevention; School Safety; Violence; *Weapons

An ethnographic study was conducted at an alternative school for middle school and high school students who had been caught with a weapon in school. At the start of the study, the school's enrollment was 60 students. Data comes from participant observations, action research conducted in a service project, and interviews with staff and students. The school had a well-defined population but did not have a comprehensive approach to anger management, prosocial behavior, and violence prevention strategies. Life at this school was challenging for students and staff. Staff tried to do the best they could with the limited resources they had. They were frustrated by lack of time, supplies, and support. Teachers struggled to teach in a culture in which violence was part of daily survival. Students tried to stay safe and to have romantic relationships and friendships. The study demonstrates the need for and importance of ethnographic research in understanding violence in the schools. (SLD)

ED 434 181 UD 033 112

Padi-Sandamela, Ambition; Maddahian, Ebrahim
School Readiness Language Development Program: A Teacher Survey Report. Publication No. 701, Part C.
PUB DATE- 99
NOTE- 42p.; Cover page gives publication date as June 1999.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports -

ED 433 875 JC 990 589

Robinson, Shawn
What Makes a Department Chair Effective with Faculty and Students?
PUB DATE- 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Effectiveness; Administrator Qualifications; Administrator Responsibility; Collegiality; *Department Heads; Faculty; Higher Education; *Instructional Leadership; *Leadership Qualities; Leadership Responsibility; Teachers

This report discusses the attributes of an effective department chair, including the characteristics of the individual and how the chair enhances the opportunity of each faculty member to do his or her job best. The roles of the department chair are many. Each role that a chair plays must in some way advance excellence in teaching and learning. This paper addresses the related issues and gives some insight into how to become an effective department chair. The ability to listen is a top quality in department chairs. Other characteristics include: the ability to transmit information in an open, honest, and positive manner, take responsibility for mistakes, be unselfish with sharing success, and be diplomatic in handling sensitive issues. Ways that department chairs can improve the ability of faculty to enhance teaching and learning follow patterns that come from allowing academic and professional freedom in the classroom, fostering faculty development activities, supporting faculty initiatives, and providing resources, guidance, and assistance when necessary. The report concludes with 15 ways that department chairs can promote effective teaching within their areas and a list of activities for the department chair to use with faculty. (VWC)

ED 433 876 JC 990 590

Robinson, Shawn
Underprepared Students.
PUB DATE- 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Educational Counseling; Educationally Disadvantaged; *High Risk Students; Nontraditional Students; Role of Education; *Special Needs Students; *Student Characteristics; Student Evaluation; Student Needs; *Student Placement

This paper describes three main types of underprepared students: academically underprepared, emotionally underprepared, and culturally underprepared. The category that most faculty, counselors, and administrators tend to focus on is the academically underprepared. Remedial and student skills courses, free peer tutoring, and tutorials on videotapes and the computer are common ways to address the needs of these students. The emotionally underprepared student tends to have a lack of confidence in their skills, low self-esteem, personal problems outside of school, and possibly substance abuse problems. Since most instructors are not trained in counseling, many students whose only contact with the college is the institutions in the Wisconsin Technical College System. The college offers associate of applied science degree programs, technical diplomas and certificates, apprenticeship programs and other adult education services. This financial report covers fiscal year 1998 and is divided into four sections: introductory, financial, statistical, and single audit. The introductory section includes a letter of transmittal, an organizational chart, 1997 and 1998 revenue and expenditure overview, and information on the WCTC Board and top administrators. The financial section includes general-purpose financial statements, notes to the financial statements, the combining, individual fund and account group financial statements and schedules, and the auditor's report on the statements and schedules. Total revenues for the college for 1998 were $50.3 million, up from $47.7 million the prior year. Expenditures were $55.2 million for 1998, up from $49.2 million. The statistical section includes selected financial and demographic information on governmental funds, tax levies, real property value, debt service, WCTC graduates, student enrollment and demographics, employees, and program offerings. WCTC is required to undergo a single annual audit according the single audit section conforms to the Single Audit Act of 1984 and its Amendments in 1996. The single audit section of this report contains information related to this audit, schedules of federal and state financial assistance, and the auditor's reports on the internal control structure and compliance with laws and regulations. (RDG)

ED 433 895 JC 990 610

Hicks, Geoffrey
Analysis of the Central Virginia Community College Spring 1999 Survey of Business and Industry.
PUB DATE- 99
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- College Role; Community Colleges; *Community Surveys; *Education Work Relationship; *Employer Attitudes; Employment Qualifications; Graduates; Labor Force Development; Outcomes of Education; Program Evaluation; *School Business Relationship; Tables (Data); Two Year Colleges
IDENTIFIERS- *Central Virginia Community College

Central Virginia Community College (CVCC) conducted a survey of local employers in spring 1999 to obtain feedback on the college's program offerings and graduates. Surveys were sent to 1,200 businesses, governments and schools in the four-county Region 2000 business/industrial community. Respondents returned 312 surveys for a response rate of 26 percent. Twenty Region 2000 representatives were interviewed in person. The purpose of the survey was to determine the following: (1) preferred evening for-credit course length; (2) which one- and two-year programs were taken by CVCC graduates hired by local employers; and (3) what new programs, for-credit courses, non-credit courses, and weekend courses should be offered by CVCC. Most respondents had no preference regarding evening for-credit course length; those with a preference favored courses under 15 weeks in length. Respondents had hired graduates of over 40 CVCC programs. Two-fifths of graduates hired by local employers had completed business-related programs. Respondents suggested 62 new programs of study and 82 new courses. Common course and program recommendations were most often in the fields of

(18) "Family School: Twenty Years as an Innovative Model Demonstration Project" (Peckham); (19) "Linking Services, Research, and Policy for Children in Foster Care: Lessons Learned at the Center for the Vulnerable Child" (Klee and Kronstadt); (20) "Ensuring Family and Community Life for Infants with Complex Health Care Needs: Intensive Early Intervention and Family Support" (Davis and Alimena-Caruso); (21) "Training Professionals to Work with Young Children with Developmental Disabilities" (Vig and Kaminer); and (22) "Foster Parent Training" (Zukoski). Each chapter contains references. (HTH)

ED 433 914   PS 027 796

Keating, Daniel P., Ed.; Hertzman, Clyde, Ed.
Developmental Health and the Wealth of Nations: Social, Biological, and Educational Dynamics.
PUB DATE- 99
NOTE- 407p.; Foreword by J. Fraser Mustard and Lewis P. Lipsitt.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adolescents; Animal Behavior; Antisocial Behavior; Behavior Development; *Biological Influences; Brain; Child Development; Children; Community Role; Competence; Coping; Early Experience; Elementary Secondary Education; Foreign Countries; *Health; *Individual Development; Intervention; Learning Processes; Literacy; Mathematical Aptitude; Poverty; School Role; Social Change; Social Environment; *Social Influences; *Socioeconomic Influences; Socioeconomic Status; Well Being; Young Children
IDENTIFIERS- Learning Organizations; Learning Society; Psychosocial Factors

Asking how we can best support the health and well-being of infants and children in an era of rapid economic and technological change, this book presents findings on human development as both an individual and a population phenomenon. Topics discussed include links between socioeconomic status, achievement, and health; the impact of early experience upon brain and behavioral development; and how schools and communities can develop new learning environments to enhance adaptation and foster intellectual growth. Chapter 1, "Modernity's Paradox" (Daniel Keating and Clyde Hertzman), provides and introduction to the book. The remaining chapters are organized into four parts. The chapters in part 1, "The Gradient Effect in Developmental Health," are: (2) "Population Health and Human Development" (Clyde Hertzman); (3) "Health, Well-Being, and Coping Skills" (Chris Power and Clyde Hertzman); (4) "When Children's Social Development Fails" (Richard Tremblay); (5) "Quality and Inequality in Children's Literacy: The Effects of Families, Schools, and Communities" (J. Douglas Willms); (6) "Are Socioeconomic Gradients for Children Similar to Those for Adults?: Achievement and Health of Children in the United States" (Jeanne Brooks-Gunn, Greg Duncan, and Pia Rebello Britto); and (7) "Socioeconomic Gradients in Mathematical Ability and Their Responsiveness to Intervention during Early Childhood" (Robbie Case, Sharon Griffin, and Wendy Kelly). The chapters in part 2, "Fundamental Processes: Biology and Development," are: (8) "Mechanisms of Brain Development: Neuronal Sculpting by the Physical and Social Environment" (Max Cynader and Barrie Frost); (9) "Developmental Trajectories, Early Experiences, and Community Consequences: Lessons from Studies with Rhesus Monkeys" (Stephen Suomi); (10) "Psychosocial Factors and

Dr. Joan Brown Campbell; Archbishop Rembert G. Weakland, OSB; Rabbi Eric Yoffie; and a list of organizations endorsing the Children's Sabbath; (3) "Planning and Promoting Your Children's Sabbath," including a planning guide, media release, bulletin insert, and clip art; (4) "Christian Worship and Education Resources," including liturgies, sermon resources, and lesson plans; (5) "Jewish Shabbat and Education Resources," including an Erev Shabbat service, a sample sermon, and lesson plans; (6) "Interfaith Worship Resources," including liturgical suggestions and resources for interfaith children's sabbaths; (7) "Activity Ideas for All Faiths"; and (8) "Follow Up Actions and Resources for All Faiths," including an evaluation form. (EV)

ED 433 933 PS 027 911

Ebb, Nancy
A Parent's Guide to Child Support.
SPONS. AGENCY- William Penn Foundation, Philadelphia, PA.
PUB DATE- 99
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Support; *Child Welfare; Family Financial Resources; Legal Responsibility; Parent Materials; Parent Responsibility; Resource Materials

Written in a question and answer format, this booklet is designed to answer parents' basic questions about how to obtain child support for their child or others' questions about how to help families get the support they need. The booklet's introduction describes what child support payments can do for a child and where parents can find help in obtaining child support. The booklet's other sections are: (1) "How Welfare Benefits and Child Support Work Together"; (2) "Finding the Noncustodial Parent"; (3) "Paternity Issues"; (4) "How To Establish Child Support and Medical Support Orders"; (5) "Enforcing Child Support Obligations," which addresses major questions and enforcing support orders across state lines; and (6) "Customer Services Issues and Helpful Suggestions for Parents." Appendices list: (1) "Child Support Offices for the 50 States and the District of Columbia"; (2) "States' Treatment of Child Support Paid on Behalf of Welfare Recipients"; and (3) "How to Contact Your Congressional Offices and Your Regional Office of the Federal Office of Child Support Enforcement." (EV)

ED 433 934 PS 027 912

Children in the States, 1999.
PUB DATE- 99
NOTE- 122p.; For 1998 Data Book, see ED 419 587.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Child Abuse; Child Support; *Child Welfare; *Children; Day Care; Demography; Early Childhood Education; Early Parenthood; Economic Status; Elementary Secondary Education; Federal Programs; Foster Care; Health Insurance; Infant Mortality; Poverty; Prenatal Care; *Social Indicators; *State Norms; Statistical Surveys; Tables

PTA or elementary schools, to assist in developing joint transition activities, and to enhance planning efforts when designing parent and family programs and services. The guide includes "how-to" tips; best practices identified from Continuity for Success pilot sites in New York, North Carolina, and Texas; lessons learned throughout the partnership between Head Start and the PTA, current research findings on child and family transitions from preschool to kindergarten, and tools developed through National PTA and other sources. The guide is organized into four parts: (1) "Continuity for Success: A Partnership Between National PTA and the National Head Start Association"; (2) "How to Establish Partnerships"; (3) "Building Effective Transitions"; and (4) "Measuring Increases in Parent Involvement." Forms such as activities checklists and evaluation tools are appended. (KB)

ED 433 951   PS 027 954

Brown, Victoria; Pleydell, Sarah
The Dramatic Difference: Drama in the Preschool and Kindergarten Classroom.
PUB DATE- 99
NOTE- 177p.; Foreword by Gavin Bolton.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; Class Activities; *Drama; *Dramatic Play; Early Childhood Education; Emotional Development; Evaluation Methods; *Kindergarten; *Kindergarten Children; Kinesthetic Methods; Mythology; *Preschool Children; *Preschool Curriculum; Pretend Play; Sign Language; Special Needs Students; Teaching Methods
IDENTIFIERS- Developmentally Appropriate Programs

Noting that there are few resources available for preschool or kindergarten teachers committed to providing high-quality drama experiences to students, this book explores ways teachers can maximize the drama experience in preschool and kindergarten classrooms. Topics discussed in the book's introduction include dramatic play and early development, active learning, drama and the curriculum, developmental differences, and making drama age appropriate. Chapter 1, "Getting Started," includes discussions on the nature of dramatic activity, determining the best approach to take for each scene, and suitable roles for children and teacher. Chapter 2, "Stepping into Stories," discusses story drama, including story drama methodology and story drama reports. Topics in chapter 3, "Beyond Story," include incidental drama, evolving drama, and preplanned drama. Chapter 4, "Props and Other Multisensory Stimuli," discusses using props and multisensory stimulation, and incorporating sign language and kinesthetic learning. Chapter 5, "Dramatizing Myth with Young Children," includes discussions of the power of myth, making myths age appropriate, and forging connections with masks and props. Topics discussed in chapter 6, "Drama for Emotional Growth," include empathy and processing emotion through story. Chapter 7, "Involving Children with Special Needs," includes ideas for drama sessions and discusses adapting drama for children with special needs and making accommodations for children with physical limitations. Chapter 8, "Assessment," discusses assessment for instructional purposes and methods for assessing drama. Contains a bibliography of children's books and 77 references. (LPP)

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Auditory Discrimination; *Auditory Perception; Auditory Stimuli; Cognitive Processes; Facial Expressions; Foreign Countries; Infant Behavior; *Infants; Neonates; *Perceptual Development; *Social Cognition; Spatial Ability; Verbal Stimuli; Vision; Visual Discrimination; Visual Impairments; *Visual Perception
IDENTIFIERS- Causal Inferences; *Speech Perception

The development of sensory and perceptual ability in infants is an important area of infancy research. This book reflects current knowledge of perceptual development and points to some of the many questions that remain unanswered. The book is divided into four parts. Part 1, "How the Visual System Develops: Normal and Abnormal Development," contains the following chapters: (1) "The Development of Basic Visual Abilities" (Louise Hainline); and (2) "Abnormal Visual Development" (Merrick Moseley, Meir Neufeld, and Alistair Fielder). The chapters in Part 2, "Visual Development: From Sensation to Perception," are: (3) "Nativism and Empiricism: The History of Two Ideas" (Ian Gordon and Alan Slater); (4) "The Competent Infant: Innate Organisation and Early Learning in Infant Visual Perception" (Alan Slater); (5) "Object and Spatial Categorisation in Young Infants: 'What' and 'Where' in Early Visual Perception" (Paul Quinn); (6) "The Development of Infant Causal Perception" (Leslie Cohen, Geoffrey Amsel, Melissa Redford, and Marianella Casasola); and (7) "Object Perception and Object Knowledge in Young Infants: A View from Studies of Visual Development" (Scott Johnson). Part 3, "Perception of Social Stimuli," contains the following chapters: (8) "Infant Social Perception" (Darwin Muir and Jacqueline Nadel); and (9) "Discrimination and Categorisation of Facial Expressions of Emotion during Infancy" (Michelle de Haan and Charles Nelson). Chapters in part 4, "Perception of Speech," are: (10) "Foetal Responses to Auditory and Speech Stimuli" (Jean-Pierre Lecanuet); (11) "Speech Perception during the First Year" (Peter Jusczyk, Derek Houston, and Mara Goodman); and (12) "Three Methods for Testing Infant Speech Perception" (Janet Werker, Rushen Shi, Renee Desjardins, Judith Pegg, Linda Polka, and Michelle Patterson). Each chapter contains references. (LPP)

ED 433 969 PS 027 984

Dau, Elizabeth, Ed.; Jones, Elizabeth, Ed.
Child's Play: Revisiting Play in Early Childhood Settings.
PUB DATE- 99
NOTE- 232p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Child Development; Cultural Differences; Cultural Pluralism; Disabilities; Diversity (Student); Dramatic Play; Early Childhood Education; Foreign Countries; Gifted; *Play; Playgrounds; Pretend Play; Sex Differences; *Young Children
IDENTIFIERS- Adult Child Relationship; Australia; Developmentally Appropriate Programs

Noting that play is an essential aspect of learning for young children, this book presents a collection of articles on children's play in Australia. Part 1, "Play, Development, and Learning," contains the following chapters: (1) "The Role of Play in Development and Learning" (Ann Glover); (2) "Stop, Look, and Listen: Adopting an Investigative Stance when Children Play" (Elspeth Harley); and (3) "Thinking about Play,

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Blacks; Dropout Prevention; *Dropout Rate; Dropout Research; *Dropouts; Hispanic Americans; Secondary Education; Secondary School Students; *Student Attrition; Whites
IDENTIFIERS- African Americans; Coca Cola Valued Youth Program; Intercultural Development Research Association; *Texas; Texas Education Agency

Texas has the third highest dropout rate in the nation. Various organizations that measure the Texas dropout rate using different methods disagree about actual numbers of dropouts. The Texas Education Agency (TEA) reports that 26,901 students in grades 7-12 dropped out in the 1996-97 school year. Dropouts were 29 percent White, 18 percent African American, and 52 percent Hispanic. For grades 7-12, the dropout rate was 1.6 percent, and the projected longitudinal dropout rate was 9.1 percent. But including grades 7-8 keeps the overall dropout rate artificially low, and a projected longitudinal rate does not track a cohort of children through the grades. The TEA's estimated longitudinal dropout rate has declined since 1993, due partly to changes in the way dropouts are counted. Using the enrollment attrition rate from grade 9 to 12, the Intercultural Development and Research Association found that 42 percent of students were lost from high school enrollment from 1994-95 to 1997-98 and that minority students were 1.6-1.7 times more likely than Whites to leave school. In 1998, the TEA began reporting high school completion rates. The need for accurate dropout statistics is discussed, and dropout prevention strategies are outlined. The Coca Cola Valued Youth Program is a very successful dropout prevention program that places high-risk secondary students as tutors of elementary students. (Contains references in end notes, the TEA dropout definition, a table of estimated longitudinal dropout rates for Texas counties, and figures portraying longitudinal dropout rates and high school completion rates by ethnic group.) (SV)

ED 433 988 RC 022 092

Saugestad, Sidsel, Ed.
Indigenous Peoples in Modern Nation-States. Proceedings from an International Workshop (Tromso, Norway, October 13-16, 1997). Occasional Papers Series A, No. 90.
PUB DATE- 98
NOTE- 159p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Acculturation; Cultural Maintenance; Culture Conflict; Ethnicity; *Ethnography; Foreign Countries; Geographic Isolation; Higher Education; *Indigenous Populations; Intergroup Relations; International Programs; *Participatory Research; Politics; *Rural Development; Rural Education; *World Views
IDENTIFIERS- *Botswana; Canada; *Norway

The relationship between indigenous peoples and nation-states has long been of academic interest, and is also an emerging topic in the international debate about human rights and development. Universities and museums play an important part in this debate as producers, managers, and communicators of knowledge about indigenous peoples. In these processes, the voices of indigenous peoples themselves must also find their proper place. A workshop at the University of Tromso (Norway) in October 1997 addressed aspects of this debate. The point of departure was a collaborative research program between the

related documents, see SE 062 802-805.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Improvement; Educational Innovation; Educational Planning; Educational Policy; Educational Practices; *Engineering Education; Higher Education; *Outcomes of Education; Partnerships in Education; Program Descriptions; Program Evaluation
IDENTIFIERS- *Southeastern Univ and Coll Coalition for Eng Educ

This document contains the annual report for Year 6 of the Southeastern University and College Coalition for Engineering Education (SUCCEED). It features an Executive Summary, a response to recommendations of prior review teams, a description of major accomplishments, future plans, an evaluation, and reports on dissemination, industrial involvement, evidence of culture changes, infrastructure, value added by the coalition, and the program budget. Enrollment and degree statistics, and curriculum profiles of individual schools are also included. Project SUCCEED members include Clemson University, Florida A&M University, Florida State University, Georgia Institute of Technology, North Carolina A&T State University, North Carolina State University, University of Florida, University of North Carolina at Charlotte, and Virginia Polytechnic Institute and State University. (WRM)

ED 434 006 SE 062 805

Ohland, Matthew W., Ed.; Anderson, Tim J., Ed.
SUCCEED (Southeastern University and College Coalition for Engineering Education) Annual Report, Year 7.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 43p.; Some print may be too small to photograph well. For related documents, see SE 062 802-804.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Improvement; Educational Innovation; Educational Planning; Educational Policy; Educational Practices; *Engineering Education; Higher Education; *Outcomes of Education; Partnerships in Education; Program Descriptions; Program Evaluation
IDENTIFIERS- *Southeastern Univ and Coll Coalition for Eng Educ

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ED 434 007 SE 062 813

doing science, but also developing the skill of taking science. This paper describes how a teacher tried to help her students develop appropriate scientific ways of presenting explanations. The teacher employed a number of strategies as she and her students jointly constructed progressively more scientific explanations in class discussions. She also took the approach of gradual maturation in establishing a set of norms for the presentation of scientific explanations. The teacher first presented norms that appealed to lay notions, then reformulated these norms in subsequent activities to include elements specific to science. A sample case is presented illustrating how this teacher jointly constructed a scientific explanation with her students at the conclusion of an investigation project. A set of instructional strategies was identified by the teacher and used in driving the dialogue toward more scientific constructions. Finally, the way in which the teacher employed gradual maturation to establish norms for presenting scientific explanations is demonstrated. (Author/CCM)

ED 434 032 SE 062 876

Population Education Accessions List. January-April, 1999.
PUB DATE- 99
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Demography; Environmental Education; Foreign Countries; Higher Education; *Migration; *Population Growth; Sex Differences; *Sustainable Development

This document features output from a computerized bibliographic database. The list categorizes entries into three parts. Part I, Population Education, consists of titles that address various aspects of population education arranged by country in the first section and general materials in the second. Part II, Knowledge Base Information, consists of titles that discuss the different multidisciplinary aspects of population education. These entries are grouped into sections of the following major multidisciplinary topics: (1) documentation; (2) environment and environmental education; (3) fertility and family planning; (4) reproductive health; (5) adolescent reproductive and sexual health; (6) HIV/AIDS; (7) information and communication; (8) migration and urbanization and human settlement; (9) population and sustainable development; (10) demography; and (11) gender equality, equity, and empowerment of women. Part III, Audio-visual and International Electrotechnical Commission (IEC) materials, consists of titles of various kinds of audio-visual and IEC aids (films, slides, charts, kits, videotapes, etc.) that focus on both knowledge base and population education aspects. (CCM)

ED 434 033 SE 062 877

Exemplary and Promising Mathematics Programs.
PUB DATE- 99
NOTE- 102p.; Prepared by the "Math and Science Education Expert Panel."
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

after the American Revolution. The booklet describes the different parts of the State House, such as the Capitol, the Golden Dome, Doric Hall, Nurses' Hall, and the Hall of Flags. It also discusses the making of state laws and the legislative branches of the state government. (BT)

ED 434 055   SO 030 967

Smith, Nancy
Student and Teacher Perceptions of a Single-Sex Middle School Learning Environment.
PUB DATE- 99
NOTE- 11p.; "This study was conducted as a class project. The course instructor's name is listed first" followed by the names of 19 students .
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Discipline; Educational Benefits; Educational Research; Females; Graduate Students; Methods Courses; Middle Schools; Public Schools; Self Esteem; *Student Attitudes; *Student Projects; Student Surveys; *Teacher Attitudes; Teacher Education; Teacher Surveys
IDENTIFIERS- Lancaster School District PA; *Learning Environment; *Single Sex Classes

A study of a single-sex learning environment was conducted in a public school, Edward Hand Middle School in Lancaster, Pennsylvania; sixth, seventh, and eighth grade students were grouped homogeneously by sex for all major subjects for a period of one semester and grouped heterogeneously for one semester. The study examined the effects that the single-sex learning environment had upon students' academic achievement and attitudes toward learning and behavior, according to student and teacher perceptions. Teachers' and students' perceptions of the single-sex environment at Edward Hand were studied as part of a graduate course in research methods in education. Data were gathered through a student survey and a teacher survey designed by the students in the graduate education course. Participants at Edward Hand originally included 80 students and 10 teachers, but because of the transient student population, only 35 students were available to be surveyed. Survey responses were analyzed with a non-parametric chi-square goodness of fit. Of the six questions for students, statistically significant results were obtained for three questions. On the teacher surveys, statistically significant results occurred on four of the seven questions. Results indicated that teachers and students perceive that single sex classrooms have educational benefits, such as improvements in self esteem, discipline, and academic growth for both male and female students. Contains 29 references. (BT)

ED 434 056   SO 030 991

Kvieskiene, Giedre, Ed.
Demokratijos Mokykla (Democracy School).
PUB DATE- 97
NOTE- 192p.; Translations by Jurate Mazulyte. Project supported by the American Centre.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

game environmental IQ cards, color transparencies that show the energy use per capita for 1994, and the annual sulfur deposition for 1990. Handouts are included with each lesson. (BT)

ED 434 074 SO 031 168

Doll, William E., Jr.; Petrina, Stephen
The Object(s) of Culture: Bruno Latour and the Relationship between Science and Culture.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; Intellectual Disciplines; Interdisciplinary Approach; Journalism; *Science and Society; *Sciences; Scientific and Technical Information; Social Science Research; *Technology
IDENTIFIERS- Heidegger (Martin); *Hybridization; *Latour (Bruno)

This paper begins by describing the type of newspaper stories about global warming, AIDS vaccines, and frozen embryos that are neither pure science nor pure politics. The paper states that the French sociologist and commentator on cultural trends, Bruno Latour, calls such stories "hybrid articles." It suggests that the purity of the traditional disciplines has not prepared people for dealing with these hybridized networks, which have no history, no parentage, either scientifically or socially. A perusal of U.S. newspapers unearths the same type of stories. An article on Congress' attempt to establish a National Defense Shield, for example, intermixes technology, politics, economics, and patriotism. The paper describes Latour's latest book, "ARAMIS or the Love of Technology" (1996), which explores the same questions posed by "Star Wars," but with all the true facts in the novel placed in a fictitious frame. It then considers Martin Heidegger's seminal, 1950s essay, "The Question concerning Technology" and its relation to Latour's novel. Conclusions are that in this process of building a "nature-culture" network, Latour intends to keep and maintain the autonomy of both science and society, while at the same time blending them into a new whole, a whole where all have voices. Includes 4 notes; contains 9 references. (BT)

ED 434 075 SO 031 169

Palmer-Moloney, Jean
Questions of Voice, Issues of Knowledge: District Level Responses to the Colorado State Model Content Standards in Geography.
PUB DATE- 99
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Educational Change; Educational Research; Elementary Secondary Education; *Geography; Local Issues; *Public Schools; *School Districts; *State Standards
IDENTIFIERS- *Colorado; Educational Issues; *Goals 2000

recent years, both countries have increased technology use in the schools. Section 5, "Equity Issues," explains that educational equity has different meanings in the two countries. In the U.S., the concept of individualism ties in with the concept of equal educational opportunity, with students grouped by their ability and taught curricula in keeping with an individual student's development. Equal opportunity in Japan means providing each student with the same contents to learn, equal financial support, and equal physical facilities. (SM)

ED 434 095 SP 038 781

Preparing Teachers To Use Contextual Teaching and Learning Strategies To Enhance Student Success in and beyond School. Conference Proceedings (Columbus, Ohio, May 12-13, 1998).
SPONS. AGENCY- National School-to-Work Opportunities Office, Washington, DC.; Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- College School Cooperation; *Context Effect; Diversity (Faculty); Elementary Secondary Education; Faculty Development; Higher Education; Partnerships in Education; Preservice Teacher Education; School Community Relationship; Student Teachers; Teaching Methods
IDENTIFIERS- *Contextual Learning; Contextualized Learning Environments

This publication presents proceedings from the 1998 Contextual Teaching and Learning Design Conference, which focused on developing a framework to study contextual teaching and learning strategies in teacher education. The conference provided participants with an opportunity to think, talk, and work together on that task. Participants included experts from 30 universities, authors of commissioned papers, teachers from local schools, representatives from educational and professional organizations, community partners, and U.S. Department of Education representatives. This publication summarizes events from each of the two days, focusing on five questions that were addressed: What would a program preparing teachers to employ contextual teaching and learning strategies look like? How can preservice programs utilize interaction between campus and K-12 schools to promote contextualized teaching and learning? How can preservice programs utilize the community to promote contextual teaching and learning? How can preservice programs utilize the workplace to promote contextual teaching and learning? and How can the various dimensions already discussed be utilized to promote diversity? Two appendixes list participants and paper topics and articles. (SM)

ED 434 096 SP 038 783

Harding, Edie; McLain, Barbara; Anderson, Sue
Teacher Preparation and Development.
PUB DATE- 99
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teacher Induction; Beginning Teachers; Educational Change; Educational Policy; *Educational Quality; Educational Research; Elementary Secondary Education; Faculty

(about 89%) and statistical power exceeded 0.50 only with very large effect sizes. Type I error rates (i.e., incorrect nomination) were near expected levels in all cases. (Contains 10 tables and 32 references.) (Author/SLD)

ED 434 116 TM 030 077

Information Works! 100% Proficiency of All Rhode Island Fourth Graders: What Will It Take? A Statewide Analysis, 1999.
PUB DATE- 99
NOTE- 41p.; For related document measuring Rhode Island schools, see TM 030 078.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Annual Reports; *Elementary School Students; *Grade 4; Intermediate Grades; *Standards; State Programs; State Surveys; *Test Results; Testing Programs
IDENTIFIERS- *Rhode Island

This second annual report on public K-12 education in Rhode Island focuses on fourth graders, an age group that represents the most vulnerable portion of the school population. As the percentage of proficient fourth graders increases, the secondary schools will find it easier to raise their levels of proficiency. Rhode Island administers a School Accountability for Learning and Teaching (SALT) Survey to yield information about the key dimensions of school functioning. The SALT Survey consists of versions for elementary, middle, and high schools with different forms for parents, teachers, students, and administrators. This report presents information from the SALT survey and some additional sources to paint a portrait of what education actually looks like in Rhode Island's schools. Data are grouped into discussions of: responsive schools; student assessment; community support networks; and well-prepared, well-supported teachers. An analysis of information about Rhode Island schools suggests that three things are necessary to achieve 100% proficiency for all fourth graders: (1) taking care of the multiple needs that influence children's ability to perform in school; (2) giving teachers and students the opportunities they need to teach and learn commensurate with established standards; and (3) focusing first and foremost on reading. (Contains 2 tables and 11 graphs.) (SLD)

ED 434 117 TM 030 078

Information Works! Measuring Rhode Island Schools for Change, 1999.
PUB DATE- 99
NOTE- 891p.; For the statewide analysis, see TM 030 077.
LANGUAGE- English
EDRS Price- MF06/PC36 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Educational Change; Elementary Secondary Education; *Institutional Characteristics; *School Districts; School Statistics; *Standardized Tests; State Programs; State Surveys; Student Characteristics; Tables (Data); *Test Results
IDENTIFIERS- *Rhode Island

This document reports results from Rhode Island state standardized assessments with a particular emphasis on literacy and numeracy. These results are presented in the context of about the use of longitudinal designs for National Center of Education Statistics (NCES) data collections and reporting on schools. It is recommended that the NCES not invest in a more elaborate panel design for the study of schools because the payoff would not be great enough. The second section of the report is a description of the initial feasibility study of the use of the SASS overlap study. The study finds that it is feasible to use these data to enhance the repeated cross-sectional SASS with additional time-related information. Three appendixes contain comparisons of items on the SASS school administrator and school questionnaires and thoughts on a longitudinal survey of schools and educational reform. (Contains 2 figures, 17 tables, and 4 references.) (SLD)

ED 434 138 TM 030 100

Moore, Kristin; Manlove, Jennifer; Richter, Kerry; Halle, Tamara; Le Menestrel, Suzanne; Zaslow, Martha; Greene, Angela Dungee; Mariner, Carrie; Romano, Angela; Bridges, Lisa
A Birth Cohort Study: Conceptual and Design Considerations and Rationale. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 159p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Health; *Cohort Analysis; *Data Collection; Day Care; Early Childhood Education; *National Surveys; *Research Design; School Readiness; *Young Children
IDENTIFIERS- *Early Childhood Longitudinal Survey

The Early Childhood Longitudinal Study, Birth Cohort 2000 (ECLS-B) is a study that will assess children's health status and their growth and development in domains that are critical for later school readiness and academic achievement. This paper is one of several that have been prepared in support of ECLS-B design efforts. It is anticipated that three waves of data will be collected from families of children born between January and December 2000, with supplementary data collected from child care providers. Several options remaining to be decided are addressed, including identifying the primary respondent and other respondents, the assessments to be used, and how to collect data on variables such as other children in the family. The following eight major domains have been identified for the study: (1) demographic background; (2) family organization, composition, history, and turbulence; (3) family processes; (4) child care; (5) child characteristics; (6) child outcomes; (7) early health care, feeding patterns, nutrition, and insurance; and (8) distal constructs, such as neighborhood characteristics. Each of these domains is discussed. (Contains 485 references.) (SLD)

ED 434 139 TM 030 101

Wiley, Susan D.; Reynolds, Kerry A.
Tracking Secondary Use of the Schools and Staffing Survey Data: Preliminary Results. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 71p.
LANGUAGE- English

option of using a version of this assessment for grade 8. The New Mexico High School Competency Examination is a criterion-referenced test. Passing this examination is a requirement for public high school students in New Mexico. Some information is also provided about exemptions from the testing program, test security, and using test results. (SLD)

ED 434 160 TM 030 125

Statewide Articulated Assessment System. 1997-1998 Summary Report.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Criterion Referenced Tests; *Educational Testing; Elementary Secondary Education; Graduation Requirements; Norm Referenced Tests; Reading Tests; State Programs; *State Standards; *Student Evaluation; Test Construction; Test Content; *Test Use; *Testing Programs; Writing Tests
IDENTIFIERS- New Mexico; *New Mexico Articulated Assessment System; New Mexico High School Proficiency Examination

This summary report provides information about three of New Mexico's statewide assessments in 1997-1998. In spring 1998, the CTBS5/Terra Nova Survey Plus achievement test was administered to approximately 65,000 students in grades 4, 6, and 8 as part of the New Mexico Achievement Assessment Program. With three exceptions, the median national percentiles for students in New Mexico were slightly lower than the 50th national percentile. The New Mexico Writing Assessment Program is a direct, on-demand assessment in which all students in grades 4 and 6 participate. Although the examination is not mandated for grade 8, school districts have the option of using an eighth-grade version. Writing Assessment scores are reported for grades 4 and 6. The New Mexico High School Competency Examination is a graduation requirement that assesses competencies in writing, reading, language arts, mathematics, science, and social studies. Students take the test for the first time in grade 10. In 1998, this examination was administered to 20,157 10th graders. Results are presented for these students overall and by ethnicity and individual subtests. (Contains 13 tables and 11 figures.) (SLD)

ED 434 161 TM 030 126

Liberty, Paul; Gonzalez, Rosa Maria
Dos Idiomas, Un Mundo Dual Language Project Title VII Third-Year Evaluation Report, 1997-98. Publication Number 97.21.
PUB DATE- 99
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Bilingual Education; Elementary Education; *Elementary School Students; Federal Aid; *Limited English Speaking; Parent Participation; Professional Development; Program Effectiveness; Program Evaluation; *Spanish
IDENTIFIERS- *Austin Independent School District TX; *Elementary Secondary Education Act Title VII

An evaluation was conducted of the third year of a 5-year comprehensive bilingual education grant funded by Title VII of the Improving America's Schools Act of 1994. The grant funds a

Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Early Childhood Education; *Language Acquisition; Minority Groups; *Parent Participation; Preschool Children; *Preschool Teachers; Program Effectiveness; Questionnaires; School Desegregation; *School Readiness; Tables (Data); *Teacher Attitudes; Teacher Surveys
IDENTIFIERS- *Los Angeles Unified School District CA

The School Readiness Language Development Program (SRLDP) is one of several programs developed in response to a court order to racially integrate the Los Angeles Unified School District (California). The program, developed for schools with high proportions of minority students, includes oral language development opportunities for 4 year-olds, a payment education component to enhance parenting skills, and staff development. Teachers were surveyed about the effectiveness of the program on their students' achievement. This summary presents results of the teacher survey, completed by 119 teachers from 88 schools. Most SRLDP teachers have solid teaching experience. Overall, they are highly satisfied with the workshops provided for staff development and very satisfied with the instructional program components they use in their programs. More than half of the teachers used literature, poetry, stories, and journals for all students, and more than half used oral language and English-as-a-Second-Language activities. A major obstacle teachers encountered was the lack of cooperation from parents. A small minority of teachers were overwhelmed by mandated reports and concerned about the lack of administrative support at the school site. Other major obstacles were the lack of classroom centers and convenient bathroom facilities. Recommendations are made for program continuation and improvement. Appendixes contain the tables and the teacher survey. (Contains 14 tables.) (SLD)

ED 434 182 UD 033 113

Sunderman, Gail L.
Designing Title I Schoolwide Programs: A Comparison of Three Urban Districts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 91p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Case Studies; *Compensatory Education; Curriculum Development; Educational Change; Educational Policy; Elementary Secondary Education; Federal Government; Instruction; Program Development; Program Implementation; *School Districts; State Government; *Urban Schools
IDENTIFIERS- Chicago Public Schools IL; Cleveland Public Schools OH; Detroit Public Schools MI; *Improving Americas Schools Act 1994 Title I

This paper examines how the federal accountability mandates affect the design and implementation of schoolwide programs under Title I of the Improving America's Schools Act. It considers the policies adopted by states and districts to meet the accountability mandates, and it examines, at the school level, how the implementation of an accountability framework instructor, must fend for themselves. The culturally underprepared students are often clueless as to what it takes to be successful in college and are first generation college students. These students are often assisted with extended orientations, support groups, or peer mentoring with a successful student. The lack of structure as one progresses through higher education leaves many students culturally and academically underprepared, and early assessment upon admission and intervention beginning before registration will help to get underprepared prepared students prepared for success in college. Reasons are offered for the underpreparedness problem and ways to generate help for unprepared students are suggested. (VWC)

ED 433 877 JC 990 591

Robinson, Shawn
Teaching Critical Thinking at the Community College.
PUB DATE- 96
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Development; Cognitive Processes; *Community Colleges; *Critical Thinking; Learning Strategies; Outcomes of Education; *Skill Development; Teacher Effectiveness; Teacher Role; *Teaching Methods; *Thinking Skills; Two Year Colleges
IDENTIFIERS- Valencia Community College FL

Teaching critical thinking is what employers ask of educators and what teachers expect from their students. This paper attempts to reestablish the importance of critical thinking and how Valencia Community College's (Florida) critical thinking competency can be developed using several teaching models. A discussion is provided on the background of critical thinking, specifically where critical thinking skills come from. These skills have to be learned and fine-tuned with the assistance and guidance of an external entity. Competency I of a Valencia Community College graduate states that each graduate should be able to "think critically and make reasoned choices by acquiring, analyzing, synthesizing, and evaluating knowledge." Nine Valencia sub-competencies that can be used in the process of assessing and measuring critical thinking, include: (1) know what to observe and systematically make accurate observations; (2) represent observations in an appropriate pattern to show relationships; (3) recognize problems that need to be and can be solved; (4) use sequential and holistic approaches to problem solving; and (5) analyze information and ideas to make decisions. Some models of teaching that fit easily into the critical thinking competency are concept attainment, scientific inquiry, inquiry training, simulation, role playing, thinking inductively, advanced organizer, and synetics. This paper concludes with some activities instructors can use to develop critical thinking in the classroom. (VWC)

ED 433 878 JC 990 592

Robinson, Shawn
Issues in Curriculum and Instruction: Effects of Multiculturalism on the Community College Curriculum.
PUB DATE- 96
NOTE- 11p.
LANGUAGE- English

technology, computers and information systems, business management, basic management, health and child care, communications, and interpersonal skills. The survey analysis suggests a widespread market for CVCC offerings and a need for the college to keep the community informed of its services. Includes 12 tables that summarize survey results. (RDG)

ED 433 896 JC 990 611

Hicks, Geoffrey
Central Virginia Community College 1999 Fact Book.
PUB DATE- 99
NOTE- 167p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Community Colleges; Educational Facilities; *Educational Finance; Educational Resources; Graduates; *Institutional Evaluation; *Institutional Research; *Labor Force Development; *Student Characteristics; Tables (Data); Two Year Colleges
IDENTIFIERS- *Central Virginia Community College

The Fact Book is an annual publication of the Office of Research, Assessment and Planning at Central Virginia Community College (CVCC). It includes data and trends from 1994-1998 and is divided into six parts: (1) "The College" includes information on the College Board, institutional history, facilities, mission and goals, revenues and expenditures by year, and endowment and fundraising. Between 1994 and 1998 revenue increased by 7.5% while expenditures increased 7.7%; (2) "Employees" shows employee categories by sex and ethnicity, faculty by degree and rank, and faculty rank by sex and ethnicity. Eleven point six percent of staff and administrators are African American while 87.2% are white; (3) "Enrolled Students" includes enrollment patterns by year, student demographics, enrollment by program, and financial aid. Enrollment decreased 3.5% between 1994 and 1998; (4) "Center for Workforce & Economic Development/Continuing Education (CWED/CE) Course Offerings, Students and Companies Served, and Revenues" presents yearly trends for CWED/CE program. Enrollment and number of courses offered grew between 1994 and 1997, and dropped off in 1998; (5) "CVCC Graduates" provides tables and figures on degree programs, curriculum, and percent graduate rates. General studies associate degrees grew in popularity; and (6) "CVCC Learning Support" includes tables and figures showing library and learning resources expenditures, holdings, utilization and activities by year. (RDG)

ED 433 897 JC 990 612

Nunley, Charlene R.
Focus Session Keynote Presentation on Student Development.
PUB DATE- 99
NOTE- 8p.; Presented at the Annual Meeting of the American Association of Community Colleges (Nashville, TN, April 7-10, 1999). Tennessee.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; *College Students; *Community Colleges; *Educational Change; *Educational

Psychoneuroimmunology within a Lifespan Perspective" (Christopher Coe); and (11) "Individual Pathways in Competence and Coping: From Regulatory Systems to Habits of Mind" (Daniel Keating and Fiona Miller). Chapters in part 3, "Human Development and the Learning Society," are: (12) "The Learning Society: A Human Development Agenda" (Daniel Keating); (13) "Social Software for a Learning Society: Relating School and Work" (Thomas Rohlen); and (14) "Schools as Knowledge-Building Organizations" (Marlene Scardamalia and Carl Bereiter). Chapters in part 4, "The Ecology of Child Development: Lessons for a Learning Society," are: (15) "Lowering the Burden of Suffering: Monitoring the Benefits of Clinical, Targeted, and Universal Approaches" (David Offord, Helena Chmura Kraemer, Alan Kazdin, Peter Jensen, Richard Harrington, and J. Samuel Gardner); (16) "The Community as a Participative Learning Environment: The Case of Centraide of Greater Montreal 1,2,3 GO! Project" (Camil Bouchard); (17) "'It Takes a Village...,' and New Roads To Get There" (Alan Pence); and (18) "Developmental Health as the Wealth of Nations" (Daniel Keating). Contains 824 references. (LPP)

ED 433 915 PS 027 821

Brown, Harriet N.
The Good-Bye Window: A Year in the Life of a Day-Care Center.
PUB DATE- 98
NOTE- 259p.; Published by the University of Wisconsin Press.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Child Caregivers; Day Care; *Day Care Centers; Early Childhood Education; Preschool Children; Preschool Teachers; Public Policy; Toddlers
IDENTIFIERS- *Day Care Quality; Wisconsin (Madison)

Started 25 years ago by a group of parents in Madison, Wisconsin, the Red Caboose is one of the oldest independent day-care centers in the United States. This book recounts observations of the activities at the center for 1 year, exploring what makes a good day care center successful and what obstacles a center is up against. Interspersed among descriptions of the day-to-day experiences of the children and their caregivers are discussions of the effects on the center of financing, staffing, and public policy concerns. Chapter 1, "Fall: The Bumblebee Room," explores the day-to-day activities of the 3-year-old children. Chapter 2, "Winter: The Turtle Room," describes the activities of the children under 2 years old. Chapter 3, "Spring: The Elephant Room," follows the activities of the 2-year-old children. Chapter 4, "Summer: The Grasshopper Room," describes the activities of 4- and 5-year-old children. The book concludes with an epilogue discussing the challenges faced by child care centers such as Red Caboose, given the current political and social conditions in the United States. (LPP)

ED 433 916 PS 027 866

Reder, Alan; Catalfo, Phil; Hamilton, Stephanie Renfrow
The Whole Parenting Guide: Strategies, Resources, and Inspiring Stories for Holistic Parenting and Family Living.
PUB DATE- 99
NOTE- 443p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

(Data); Violence; Welfare Recipients; Welfare Services; Youth Problems
IDENTIFIERS- *Indicators; United States

This data book provides statistics on a range of indicators that measure critical aspects of children's lives in each of the 50 states and the District of Columbia. Statistics are provided in the following categories: (1) population and family characteristics (including number of children under age 18 and age 5, percentage of population under age 18, number and percentage of births to unmarried mothers, number of substantiated claims of children abused or neglected, number of children under age 18 in foster care, and number of adoptions of children from foster care); (2) health and disabilities (including number and percentage of children under age 19 lacking health insurance, number of children covered by Medicaid, incidence of early prenatal care, incidence of low birthweight births, infant mortality rate, percentage of toddlers fully immunized, number of young people under age 22 in the Individuals with Disabilities Education IDEA Program, number of children in the Supplemental Security Income SSI Program); (3) economic security and federal program participation (including number and percentage of children who are poor, median income of families of four, maximum monthly benefit for families of three under TANF, date when TANF benefits are first terminated or reduced due to time limits, number of child support cases and percent with any child support collection, number of children benefiting from the Food Stamp Program, and number of participants in the federal nutrition programs); (4) child care and early childhood education (including total number of children in Head Start, number of regulated child care centers, number of regulated family child care or group homes, training required for family child care providers and teachers in child care centers, number of 18-month-olds allowed per caregiver, and number of participants in the Child and Adult Care Food Program); (5) elementary and secondary education (including enrollment in public and private schools, number of public and private schools, percentage attending private schools, number of charter schools, pupil-teacher ratio in public schools, race/ethnicity of public school students, percentage of fourth-grade public school students performing at or above the basic mathematics and reading achievement levels, and number of children served by Title 1); and (6) youth development (including teen birth rate, juvenile arrests, total number of deaths from firearms of young people, number of homicides and suicides, percentage of high school students who reported carrying weapons on school property, percentage of high school students who smoke cigarettes, and high school completion rate). State rankings in these indicators are included. (EV)

ED 433 935 PS 027 914

Bennett, Tess; Bhagwanji, Yash; Thomas, Dawn; Allison, Anita
The Impact of Welfare Reform on Head Start and Family Services.
PUB DATE- 97
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Caregivers; *Disabilities; Preschool Education; Welfare Recipients; *Welfare Services
IDENTIFIERS- *Project Head Start; Temporary Assistance for Needy Families; *Welfare Reform

The Great Lakes Resource Access Project (GLRAP), a federally-

ED 433 952 PS 027 955

Sprenger, Marilee
Learning & Memory: The Brain in Action.
PUB DATE- 99
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Attention; *Brain; *Classroom Environment; Educational Practices; Elementary Secondary Education; *Learning; Long Term Memory; *Memory; Mnemonics; Models; Piagetian Theory; *Recall (Psychology); Research and Development; Short Term Memory; *Student Evaluation; Synthesis; Theory Practice Relationship
IDENTIFIERS- Critical Period; Retrieval (Memory); Working Memory

Based on the assumption that the more teachers know about brain science, the better prepared they will be to make instructional decisions, this book presents information on current research regarding learning and memory, and applies the research to situations that educators face daily. Chapter 1 examines the structure of the brain and its development, relates Piaget's theory of cognitive development with stages of myelin release and brain growth, and discusses the role of experience in brain growth. Chapter 2 focuses on brain chemicals, providing information about the formation and action of neurotransmitters, types of neurotransmitters, their relation to behavior, and how to develop classroom environments that positively affect brain chemistry. Chapter 3 discusses the anatomy of the brain, including fetal development and the triune brain model, and describes how information is processed by the brain. Chapter 4 examines memory and storage systems, including short-term and working memory, long-term memory, semantic and episodic memory, procedural and automatic memory, and emotional memory. Chapter 5 presents information on memory retrieval, memories failures, and the influence of memory on everyday decisions. Chapter 6 examines how to enhance semantic memory through instructional strategies such as graphic organizers and summarizing. Chapter 7 suggests ways to enhance episodic, procedural, automatic, and emotional memory. Chapter 8 suggests ways to assess student progress that mirror the instructional strategies used. Chapter 9 presents answers to frequently asked questions about brain development and education. The book concludes with a glossary of terms. Contains 64 references. (KB)

ED 433 953 PS 027 956

Landsverk, Ruth Anne
Families, Schools, Communities: Learning Together, Spring 1999. Bulletin 99217.
PUB DATE- 99
NOTE- 25p.; For Fall 1998 bulletin, see ED 424 942.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Involvement; Elementary Secondary Education; Family Programs; *Family School Relationship; *Parent Participation; *Parent Teacher Cooperation; Program Evaluation; *School Community Relationship; World Wide Web

Playing about Thinking" (Sue Dockett). Chapters in part 2, "Play and Diversity," are: (4) "Developmentally Appropriate Play and Turtle Hunting" (Lyn Fasoli); (5) "Embarking on a Journey: Aboriginal Children and Play" (Veronica Johns); (6) "Universal Fantasy: The Domination of Western Theories of Play" (Marilyn Fleer); (7) "Even Pink Tents Have Glass Ceilings: Crossing the Gender Boundaries in Pretend Play" (Glenda MacNaughton); (8) "Play and the Gifted Child" (Cathie Harrison and Kim Tegel); and (9) "The Place of Play for Young Children with Disabilities in Mainstream Education" (Barbara Creaser). Part 3, "The Play Environment, Resources, and the Adult's Role," contains the following chapters: (10) "A Walk around Lucy's Garden: A Playground Designed To Foster Children's Play and Enhance Learning" (Pauline Berry); (11) "Play, a Way of Being for Babies and Toddlers" (Anne Stonehouse); (12) "Persona Dolls: The Effects on Attitudes and Play" (Kerry Bosisto and Anne Howard); and (13) "'I Can Be Playful Too': The Adult's Role in Children's Socio-Dramatic Play" (Elizabeth Dau). The book includes an appendix written by Helen Gibson that links the book's chapters with the National Child Competency Standards. Each chapter contains references. (LPP)

ED 433 970 PS 027 985

Servis, Joan
Celebrating the Fourth: Ideas and Inspiration for Teachers of Grade Four.
PUB DATE- 99
NOTE- 154p.; Foreword by Regie Routman.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Environment; *Classroom Techniques; *Grade 4; Individualized Instruction; Intermediate Grades; Learning Activities; Mathematics Instruction; Preadolescents; Reading Instruction; Reflective Teaching; Science Instruction; Self Evaluation (Individuals); Social Studies; *Student Evaluation; Teacher Collaboration; *Teacher Student Relationship; *Teaching Methods; Writing Instruction

Noting that enthusiasm for teaching has everything to do with attitude and a willingness to change and collaborate, this book discusses how an experienced teacher approaches teaching fourth-grade students in a school in Shaker Heights, Ohio. Topics covered include setting up the classroom, organizing for teaching, individualizing instruction, giving homework, assessing students, and dealing with required curriculum and grading. The book's introduction, "There Is No Ceiling in Our Room," explores the teacher's teaching philosophy and reflections on change. Chapter 1, "What Do I Know about Fourth Graders?," notes that, among other things, fourth-graders work hard, value friendships, and respond to humor. Chapter 2, "Community Building," includes a discussion of the importance of the physical environment, creating bulletin boards, and establishing rules. Chapter 3, "Fostering Independence," explores topics such as encouraging self-discipline and promoting organizational skills. Chapter 4, "Writing Our Stories," discusses strategies for teaching writing, including sharing models of good writing, discussing what writers do, and finding authentic purposes for writing. Chapter 5, "Becoming Proficient Readers," discusses components of a reading program that include modeling, reading aloud, and literature discussion groups. Chapter 6, "Success in Mathematics," includes a

Universities of Botswana and Tromso to promote research of relevance for the indigenous people of Botswana, called Bushmen, San, Basarwa, or Kwe. The University of Tromso also has a special responsibility to the Saami--indigenous people of Norway. The 17 papers in this proceedings address ethnographic research methods and issues; history, cultural heritage, and cultural maintenance; indigenous relationships with the state and bureaucrats; and remote area development, acculturation, and participatory research on community and educational issues. The papers are: "Objectives and Perspectives on the Collaborative Programme for San/Basarwa Research" (Sidsel Saugestad); "Regional Comparison in Khoisan Ethnography: Theory, Method and Practice" (Alan Barnard); "Another Time, Another History" (Charlotte Damm); "Ethnicity: A Question of Relations" (Per Mathiesen); "Sami Cultural Heritage and Cultural Mobilisation" (Torvald Falch); "Indigenous or Autochthonous? Establishing a Role for Archaeology in the Negotiation of Basarwa Identity" (Paul J. Lane); "A Preliminary Report on an On-Going Research into the Recent History of the Babugakhwe at Khwai, Eastern Ngamiland, Botswana" (Maitseo Bolaane, Kofi Darkwah); "The Politics of Being Basarwa: Identity, Entitlement and Development among Bugakhwe, Tsega and //Anekhwe in Eastern Ngamiland..." (Michael Taylor); "Hunter-Gatherers and Bureaucrats: Reconciling Opposing Worldviews" (Alan Barnard); "Saami Customary Rights and the Problems of Definition" (Trond Thuen); "The Rise and Fall of Norwegian Support to Remote Area Development in Botswana" (Sidsel Saugestad); "Once upon a Nickel Mine: Mining Development, Archaeology and Aboriginal Cultural Heritage in Northern Labrador, Canada" (Bryan C. Hood); "The Remote Area Development Programme and the Integration of Basarwa into the Mainstream of Botswana Society..." (Chadzimula Molebatsi); "Livelihood Strategies of the Basarwa in Diphuduhudu and Tshokwe..." (Isaac Mazonde); "Community Economic Development (CED) and Basarwa Communities in Botswana" (Keitseope Nthomang); "Development or Destitution? Towards an Understanding of Alcohol Use in Basarwa Settlements..." (David Macdonald); and "Participatory Research: A Developing World Research Paradigm for Change?" (Lucky Tshireletso). (Contains references, maps, the workshop program, and participants.) (SV)

ED 433 989   RC 022 093

Leue, Mary, Ed.
SKOLE: The Journal of Alternative Education, 1998.
PUB DATE- 98
NOTE- 550p.; Journal projected to change editor and journal name. Proposed name for successor journal: "Paths of Learning: Options for Families and Communities." Photographs may not reproduce adequately. For volume 14, see ED 424 040. For descriptions of selected individual articles, see EJ 559 945-954, EJ 569 224-225, EJ 574 222-224, and RC 513 217-221.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Appropriate Technology; *Attention Deficit Disorders; Discipline; *Educational Philosophy; *Educational Strategies; Elementary Secondary Education; *Nontraditional Education; *Open Education; Public Schools; Small Schools; Student Behavior; Student School Relationship; Teacher Student Relationship

The four issues of the journal SKOLE published in 1998 contain articles, personal narratives, and interviews about educational philosophy, small alternative schools, freedom and democratic

Van Rooy, Wilhelmina
Controversial Issues and the Teaching of A-Level Biology:
Possibilities and Problems.
PUB DATE- 97
NOTE- 398p.; Ph.D. Thesis, Oxford University.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Biology; *Controversial Issues (Course Content); Foreign Countries; High Schools; *Moral Issues; Science Instruction; Science Teachers; *Teacher Attitudes; Teaching Methods

This thesis focuses on the espoused beliefs, values, and attitudes of experienced A-Level Biology teachers in relation to the teaching of controversial biological issues. Of major interest is the thinking behind what the teachers in this study regard as the possibilities and problems for the teaching of controversial issues given the teaching context in which they work. In this study, an intervention approach is adopted and conceptualized as a wholly, negotiated venture between the researcher and four, individual, experienced A-Level Biology teachers through the development, implementation, and subsequent reflection on one or more lessons addressing one specific controversial issue. All participants teach in comprehensive Local Education Authority (LEA) controlled schools and are considered expert practitioners. The research seeks to gain an understanding of the rationale these teachers have for the use of controversial issues in their A-Level Biology teaching practice. Four issues are investigated: organ transplantation, infertility, diabetes, and animal experimentation. What emerged from this study is a set of variables which enable the identification of conditions whereby the use of controversial issues for the teaching of A-Level Biology might be possible. The significance and implications of these findings in terms of teacher education and professional development and an agenda for further research are discussed in the final chapter. (Author/NB)

ED 434 008 SE 062 814

Kielborn, Terrie L., Ed.; Gilmer, Penny J., Ed.
Meaningful Science: Teachers Doing Inquiry   Teaching Science.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 127p.; Foreword by Dr. Francena Cummings.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Biology; Ecology; Elementary Education; Hands on Science; *Inquiry; Knowledge Base for Teaching; *Science Education; *Science Projects; *Scientific Research; *Teacher Attitudes; *Teacher Education; Teacher Effectiveness; Teacher Improvement
IDENTIFIERS- Florida State University

This publication relates the experiences of seven K-8 teachers who participated in a science education doctoral cohort group during which each of the teachers engaged in a different real-world scientific research project. The idea was to immerse teachers in scientific research so that they could experience inquiry in science first-hand and become part of the culture and discourse of science through a contextual learning experience. The chapters in this book highlight how these

DESCRIPTORS- *Academic Standards; Demonstration Programs; Elementary Secondary Education; Mathematics Curriculum; *Mathematics Education; *Program Descriptions; *Program Evaluation

Selecting programs, textbooks, and curriculum materials is one of the most important decisions educators make. An Expert Panel on Mathematics and Science was established by the U.S. Department of Education to develop a high-quality, research-based process for selecting programs and to use that selecting process to identify exemplary and promising programs. This booklet describes eight mathematics programs designated as exemplary or promising. A detailed explanation of the submission and selection process and an explanation of how the programs were separated into exemplary and promising categories is included. The four characteristics used for the selection criteria include quality of program, usefulness to others, educational significance, and evidence of effectiveness and success. Each characteristic has multiple criteria with specific indicators of achievement. Each program is described in terms of the four selection characteristics and professional development resources, plus program costs, product contact information, and the table of contents of each book in the program are provided. (ASK)

ED 434 034 SE 062 878

Kopp, Jaine; Bergman, Lincoln
The Rainbow of Mathematics: A Great Explorations in Math and Science (GEMS) Handbook for Educators.
PUB DATE- 99
NOTE- 56p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Elementary Secondary Education; *Inquiry; *Mathematics Instruction; Teaching Methods

This handbook features a presentation that summarizes the main ideas and current approaches in inquiry-based, content-rich mathematics education. This presentation is a product of Great Explorations in Math and Science (GEMS) professional development efforts, and has been used with teachers, administrators, parents, and at diverse community gatherings. It also defines the main mathematics strands in the GEMS series, articulates how math is interwoven throughout many GEMS guides, and demonstrates the strong alignment of GEMS units with national mathematics standards such as those set forth by the National Council of Teachers of Mathematics (NCTM). (Contains 30 references.) (ASK)

ED 434 035 SE 062 879

LeGant, Sandy
Our Underwater Friends.
PUB DATE- 98
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Animals; Elementary Education; *Environmental Education; Primary Education; Science Activities; *Wildlife
IDENTIFIERS- *Oceans

(055),Reports - Research/Technical (143)
DESCRIPTORS- *Citizenship Education; Comparative Education; *Cultural Context; *Democracy; Educational Policy; *Educational Practices; Foreign Countries
IDENTIFIERS- *Educational Issues; *Lithuania; Tolerance

This collection of essays is based on the materials of the international conferences, seminars, and readings arranged between 1994-96 by the Lithuanian College of Democracy. The collection presents both the European and North American experience. Evaluation of democratic education, tolerance, alternative education, and citizenship education in theoretical generalizations is outlined. Essays include: (1) "Demokratini Ugdyma Grindziancios Vertybes" ("Education for Democracy and Its Underpinning Values") (Jonas Rackauskas; Vaidas Matonis); (2) "Tolerancija: Daugiaprasme Savoka" ("Tolerance: An Ambiguous Concept") (Christopher Brown); (3) "Sasajos: Kulturos Epocha--Komunikacijos Modelis--Tolerancijos Samprata?" ("Relatedness: Cultural Epoch--Communication Model--Tolerance Concept?") (Jurate Mazulyte); (4) "Laisvoji Rinka Ir Svietimas" ("The Free Market and Education") (Ken Schoolland); (5) "Viziju Konfliktai" ("A Conflict of Visions") (Stephen Browne); (6) "Jeigu Siandien Pirmadienis, Tai Cia Lietuva..." ("If It's Monday, This Must Be Lithuania...") (Barbara Kuczen); (7) "Mokytis Demokratijos" ("To Learn Democracy") (Eigil Kjaergaard); (8) "Demokratijos Pamokos" ("Democracy Lessons") (Giedre Kvieskiene); (9) "Pilietinio Ugdymo Programu Rytu Europos Mokykloms Kurimo Klausimai: Amerikietiskas Poziuris" ("Issues in Developing Civic Education Programs in Eastern European Schools: An American Perspective") (Sandra Stotsky); (10) "Jaunimo Teises Ir Jaunimo Maistai" ("Youth Rights and Youth Rebels") (Ken Schoolland); (11) "Krize Japonijos Mokyklose" ("The Crisis in Japanese Schools") (Ken Schoolland); (12) "Demokratija, Svietimas Ir Verslas" ("Democracy, Education and Business") (Thomas Wilbur); (13) "Tolerancija--Pagrindinis Viso Svietimo Principas" ("Tolerance--A Leading Principle in All Education") (Eigil Kjaergaard); (14) "Kulturos Politika, Alternatyva Ir Individualus Svietimas" ("Cultural Policy and Alternatives, and Individual Education") (Carl Vilbaek); (15) "Socialines Pagalbos Principu Apibendrinimas" ("Generalization of Principles on Social Assistance") (Irena K. Lukoseviciene); and (16) "Svietimo Politikos Specifika--Rytu Lietuva" ("A Peculiarity of Education Policy--East Lithuania") (Rimantas Remeika). (BT)

ED 434 057   SO 030 997

Burma: The Struggle for Democracy and Freedom. A Resource Guide for Teachers.
PUB DATE- 99
NOTE- 185p.; Photographs and a map will not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Area Studies; Childrens Rights; Civil Liberties; Conflict; Correctional Institutions; *Developing Nations; Females; Foreign Countries; Global Education; Higher Education; *Political Issues; Secondary Education; *Social Problems; Social Studies
IDENTIFIERS- *Burma; Historical Background; *Military Role; Repression

This resource guide for teachers contains readings, investigative

This paper addresses state and local level issues linked with Goals 2000 in Colorado and seeks to shed light on the development of geography content standards in one Colorado school district. The paper begins with a succinct review of Colorado's standards-based educational reform and the creation of the state's model content standards. After a summary of the qualitative methodology used in the study, the paper focuses on the impact and implementation of the geography content standards in one of Colorado's 176 school districts. The paper concludes with thematic generalizations regarding content standards and standards-based education. Contains 17 references. (BT)

ED 434 076 SO 031 178

Allen, Ricky Lee
Spatiality & Experience in the Curriculum: A Remapping of Dewey's Theory of Experience.
PUB DATE- 99
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational History; Educational Theories; Higher Education; *Progressive Education; Social Science Research
IDENTIFIERS- *Curriculum Theories; *Dewey (John); Spatial Context; Spatial Factors; Theory Development

This paper proposes a reconsideration of John Dewey's theory of experience with particular emphasis on his notion of situational interactions. The paper asks what problems are created by a theory of experience that sees situations as a construction of only two worlds, internal and external, and carefully considers these issues. It first states that scholars working in the areas of spatial theory have contributed many new theories about the social construction of experience since 1938, and then explains that this analysis will rely upon the work of several spatial theorists, but primarily the work of Henri Lefebvre, as described in "The Social Production of Space" (1991). The paper concludes that Dewey's idea of interactions that occur in situations needs to be remapped to include a critical theory of power and difference that recognizes how experience is socially structured through the relationships between real, imagined, and social space. (Contains 3 references.) (BT)

ED 434 077 SO 031 200

Huang, Carol
Construction of Asian American Cultural Space in Elementary Reading.
PUB DATE- 99
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Asian Americans; *Childrens Literature; Classroom

Development; Higher Education; Knowledge Base for Teaching; Performance Based Assessment; Preservice Teacher Education; Public Schools; State Government; State Standards; *Teacher Certification; *Teacher Competencies; Teaching Skills
IDENTIFIERS- Teacher Knowledge; *Washington

In 1998, the Board of Directors for the Washington State Institute for Public Policy directed staff to study teacher quality. The Institute examined three teacher preparation and development programs covering the early stages of teachers' careers: pre-service teacher preparation, beginning teacher assistance, and professional certification. Researchers obtained information on the three programs from case studies, surveys, and interviews. All new teachers hired by public schools from 1996-1998, plus all public school principals, received mailed surveys. Researchers reviewed the history of teacher preparation and development in Washington and research literature on teacher quality, analyzed data on certification and teacher employment in Washington, and summarized activities related to teacher quality in other states. The study found that reliance on statewide standards, statewide performance assessments, and clear accountability for assuring teacher quality varied by the stage of teacher preparation and development. There were no consistent statewide standards for what teachers should know and be able to do that addressed each stage of a teacher's career. No statewide assessments measured the knowledge, skills, and performance of preservice, beginning, or professional teachers. Accountability for ensuring teacher quality was largely a local rather than state responsibility. The 19 appendixes provide data on standards, policy, assessment, certification, and responsibility. The report also contains an extensive bibliography. (SM)

ED 434 097 SP 038 784

Oral Medications: Proper Use and Administration. Book 1, Bosnian and Russian. Book 2, Nuer and Spanish.
PUB DATE- 98
NOTE- 41p.; Developed in partnership with Allina Health System and Multi-Cultural Educational Services. Funded by UCare Minnesota.
LANGUAGE- English; Russian; Nuer; Serbocroatian; Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Drug Therapy; *Health Promotion; Instructional Materials; *Medicine; Russian; *Self Care Skills; Serbocroatian; Spanish; Uncommonly Taught Languages
IDENTIFIERS- Nuer; *Prescription Drugs

These two guides provide information in English, Bosnian, Russian, Nuer, and Spanish on the proper use and administration of oral medications. Topics covered include the reasons for taking medication, information on the prescription label, following special instructions, asking questions of the pharmacist, safe storage of medicine, child-proof containers, tools for measuring medication, medication reminders, side effects and the importance of washing hands before administering medication. The guides include descriptive photographs. (SM)

ED 434 098 SP 038 785

Feeding Baby: Hmong, Laotian, Vietnamese, Bosnian, Arabic, individual schools and school districts by illustrating the characteristics of student populations and indicators of each school's climate (such as graduation and suspension rates), and in light of the district's financial resources. The report also provides select information from the School Accountability for Learning and Teaching (SALT) Surveys that students, teachers, parents, and administrators completed for the first time in 1998. School targets for improvement are also described. Each graphic summary paints a unique portrait of each public school and school district in Rhode Island. Information is given for the state's 36 school districts, the state operated schools, and area career and technical schools. Information is provided about the use and interpretation of the data, with some comments on data collection and the quality of the information gathered. (SLD)

ED 434 118 TM 030 079

Jasman, Anne; Payne, Lesley; Grundy, Shirley; Del Borrello, Adrianna
Uncovering the Knowledge Construction of University Based Teacher Educators: What We Learn from/with School Based Practitioners.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Conference of the Australian Association for Research in Education (Adelaide, Western Australia, Australia, November 30-December 4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); Educational Change; Elementary Education; *Elementary School Teachers; Foreign Countries; Higher Education; *Knowledge Level; *Researchers; Teacher Education; *Teacher Educators

This paper reports findings from a research project investigating teachers' construction of knowledge for teacher education and focuses on what teacher educators learn in their relationship with school-based practitioners. The research continues a study of professional partnerships in teacher education. Participants at a workshop included four teachers and six teacher educators. Their discussions were the basis for the study. Teacher educators indicated that they learned directly from school-based practitioners' classroom practice and the realities of their work outside the classroom. They also learned from being in the school context and seeing the impact of system policies on teachers' work. The learning of both teacher educators and practitioners was mediated by working with student teachers in the school context. This research adds to the knowledge of the collaborative partnership between teacher educators and practitioners. (Contains 53 references.) (SLD)

ED 434 119 TM 030 080

Vacha-Haase, Tammi; Thompson, Bruce
Psychometric Properties of Scores on a New Measure of Psychological Type.
PUB DATE- 99
NOTE- 35p.; Paper presented at the Annual Meeting of the American Psychological Association (107th, Boston, MA, August 20-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Research; Elementary Secondary Education; *Information Utilization; *National Surveys; *Research Utilization; Use Studies; User Needs (Information)
IDENTIFIERS- *Schools and Staffing Survey (NCES)

A study was conducted to identify uses of data from the Schools and Staffing Survey (SASS) of the National Center for Education Statistics and to determine the extent and variety of such use. In addition, the study attempted to determine research topics that have been studied through the SASS. Information was collected for the use categories of: analytical research, reporting descriptive statistics, and using summative facts. A list of potential individual and organizational users was developed, and an attempt was made to contact 427 of them as of November 1998. At that time, 133 users had replied. Seven appendixes contain information about the tracking survey and SASS users, including an alphabetical list of users and a list of users by organization. (SLD)

ED 434 140 TM 030 102

Hamann, Thomas A.
Evaluation of the 1996-97 Nonfiscal Common Core of Data Surveys Data Collection, Processing, and Editing Cycle. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Data Analysis; *Data Collection; Editing; Elementary Secondary Education; *Institutional Characteristics; *National Surveys; Program Evaluation; *Public Agencies; Schools; Tables (Data)
IDENTIFIERS- *Common Core of Data Program; National Center for Education Statistics

The Common Core of Data (CCD) program of the National Center for Education Statistics (NCES) consists of five separate surveys. An evaluation was conducted of the nonfiscal surveys from the CCD for 1996-97. It focused primarily on the agency and school universe surveys, but it also included the state nonfiscal survey. The evaluation explored such issues as respondent response time intervals, NCES/agent data processing and editing time intervals, and overall survey timeliness and data quality. The evaluation did not reveal any major problems or deficiencies in the 1996-97 nonfiscal CCD surveys data collection, processing, and editing cycle. Most of the recommendations resulting from the evaluation relate to improving overall survey timeliness, and only a few are directed toward the edits themselves. Most of the recommendations represent relatively minor changes to the procedures and processes of the existing system. Thirty-four principal findings and 18 principal recommendations are listed. Appendixes contain the agency universe and school universe error and warning message edit descriptions. (Contains 26 tables.) (SLD)

ED 434 141 TM 030 103

Alt, Martha Naomi; Bradby, Denise

program of developmental bilingual education at two elementary schools in the Austin Independent School District (Texas). More than 25% of the students at each school are limited English proficient (LEP). Two-way instruction is provided in English and Spanish throughout the duration of this Dual Language Project (DLP). Evaluation data were collected from many sources, including test results from the Language Assessment Scales. Evaluation findings show that the DLP uses a variety of strategies effectively to promote an environment at each school that reflects the goals of bilingualism, multiculturalism, and biliteracy. Cultural emphasis is being promoted through parent participation programs and parent education. During the 1997-1998 school year, the DLP served 1,116 students, including 342 LEP students. The DLP also provided 18 staff development sessions for teachers and administrators. Analysis of test results shows only slight gains by many DLP students in oral Spanish proficiency, raising questions about the extent of Spanish language instruction. Among program recommendations is a review of Spanish language instruction. Additional resources and additional professional development are recommended for program continuation. Appendixes contain a timeline for staff development, a description of activities related to technology supporting the DLP, and a summary of conference participation by DLP staff. (Contains 18 tables and 5 references.) (SLD)

ED 434 162   TM 030 127

Century, Jeanne Rose
Determining Capacity within Systemic Educational Reform.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999). Adaptation of a chapter written for the National Institute for Science Education's book on evaluation of systemic reform.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Educational Research; Elementary Secondary Education; *Evaluation Methods; *Systems Development
IDENTIFIERS- *Capacity Building; Reform Efforts; *Systemic Educational Reform

The idea of "capacity" is particularly important in the reform of educational systems because the system can be both the initiator and the subject of change. In fact, the requirement for capacity is present at all levels of the system in systemic reform. In educational change, four types of capacity are generally considered: (1) human capacity; (2) organizational capacity; (3) structural capacity; and (4) material capacity. Because there are so many types of capacity, evaluators may find a general organizing structure for looking at capacity useful before they set out to identify specific questions and indicators for evaluating capacity. A matrix is provided to allow evaluators to focus on the different types of capacity as "drivers" of targeted studies designed to match the more immediate strategies and goals of the reform. Examining capacity is one of the ways educational evaluators and researchers can examine reform efforts more thoroughly. (Contains 8 references.)(SLD)

ED 434 163   TM 030 128

affects the development of curriculum and instructional processes that allow teachers to work with students at different ability levels. The paper uses data from case studies of Ohio, Illinois, and Michigan, and three districts (Cleveland, Chicago, and Detroit, respectively) to examine these questions. The first section outlines the theoretical perspective of the research. The second describes the research design, and the third presents the findings. At state, district, and school levels there was a reliance on structural (organizational) changes of outcome controls to create pressure and place constraints on schools. These states and school districts incorporated the federal expectations into their accountability systems by adopting performance and content standards, core curriculum frameworks, and assessment systems. Schools were most likely to rely on organizational changes to accommodate the accountability mandates. Schools in Detroit were less likely to make the organizational changes that were observed in Chicago or Cleveland. The focus on standards-based reform has led to a more integrated approach to curriculum and assessment in Ohio and Illinois, but many questions remain about the implementation and effectiveness of standards-based reform. An appendix contains tables of study results for each school district. (Contains 12 tables and 23 references.) (SLD)

ED 434 183 UD 033 114

Planned Serendipity.
PUB DATE- 98
NOTE- 59p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Development; Elementary Secondary Education; *Information Dissemination; Interviews; *Partnerships in Education; Program Descriptions; Program Development; Program Implementation; Urban Areas; *Urban Improvement; Urban Problems; Urban Schools

The Pew Partnership works with local and national partners to design and implement new solutions to social problems, analyze local leadership for action, and research and disseminate cutting edge strategies for urban improvement. Interviews were conducted with 65 people in 9 communities participating in the Pew Partnership to examine their ways of looking at collaboration. Emerging from these interviews are eight key factors: (1) currency of ideas; (2) measuring success; (3) dimensions of diversity; (4) strong leadership; (5) working norms; (6) value of outsiders; (7) community relationship; and (8) community time. Taken together, these factors convey the importance of having a certain mindset that shapes a collaboration. Perspectives of the community leaders interviewed are reported for each of the eight factors. (SLD)

ED 434 184 UD 033 115

Perrone, Vito
Teacher with a Heart: Reflections on Leonard Covello and Community. Between Teacher and Text Series .
PUB DATE- 98
NOTE- 145p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Style; *Community Colleges; Cultural Activities; Cultural Awareness; Cultural Enrichment; Curriculum Development; *Curriculum Enrichment; Diversity (Institutional); *Multicultural Education; *Teacher Effectiveness; Teacher Role; Teaching Methods; Two Year Colleges
IDENTIFIERS- Valencia Community College FL

Multicultural education relates to the infusion of all cultures into the current standard curriculum. Culture consists of ways of thinking, values, reactions to problems and situations, and many other things. Deep culture refers to the features that are not visible. The deep culture of a group explores intrinsic and subtle features. This paper provides a discussion on national research, studies, and opinions on the teaching of multicultural courses. It states that the teaching of diversity should be contextual as themes should be addressed from multiple perspectives to gain a fullness of the concept. In order to achieve success at implementing diversity within the curriculum, each community college must analyze demographics, describe influences and challenges and evaluate its commitment to access, quality, and diversity. For a multicultural climate to exist, faculty and administration must participate proactively in the academic life of the community college. Also, students must be given a voice in the assessment process. The paper discusses the challenges of multiculturalism for college instruction, such as devising and implementing cultural activities that give appropriate acknowledgement of all people and places that are significant to the content at hand, and for instructors to be sensitive to different learning styles in their classroom. Contains 11 references. (VWC)

ED 433 879 JC 990 593

Robinson, Shawn
The Two-Year College System of the Great State of Arkansas.
PUB DATE- 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); College Faculty; *Community Colleges; Educational Change; *Educational Development; *Educational Finance; *Educational History; Educational Policy; Enrollment; Financial Support; Higher Education; State Boards of Education; *State Colleges; Statewide Planning; Two Year Colleges
IDENTIFIERS- *Arkansas; Florida

This paper begins with a history of the tumultuous beginning of Arkansas's two-year college system. The system has gone through three major eras with the third, and current, era beginning in 1991. As a result of commissions sponsored by local businesses and the Carnegie Foundation in 1991, legislation was passed to convert 13 of the 24 vocational schools to technical colleges under the supervision of the Higher Education Board. The three types of two-year colleges are described: comprehensive community colleges, comprehensive technical colleges, and university branch campuses. The paper also describes the governance of the two-year college system by the State Board of Higher Education. Different funding mechanisms, which are based on laws regulating collection of local sales taxes and millage, for each type of two-year institution are discussed, as are how

Planning; Enrollment; *Enrollment Projections; *Futures (of Society); Higher Education; Student Development
IDENTIFIERS- *Maryland

This address focuses upon the expected increases in enrollments of traditional college students in the first decade of the 21st Century, and the impact of this increase on community colleges is discussed. Much recent activity and research at community colleges have focused on adult education, workforce development, technological advancement and distance learning. Colleges need to also devote resources to meeting the needs of traditional college students. By 2007-8, it is predicted that there will be a 23 percent increase in high school graduates. This could lead to an additional 2 million traditional-age students in higher education. In order to provide service to this population, community colleges should: (1) plan for expanded uses of classrooms, parking services and other campus facilities; (2) address future faculty and staffing needs to instruct these students and consider impacts of faculty retirement and public school staffing requirements; (3) evaluate the student support needs of traditional students; (4) be prepared for a highly diverse student population; and (5) create real, substantial, dynamic partnerships with our school systems. Specific planning recommendations include reviewing state higher education capacities; evaluating schools and community colleges and interrelated systems; analyzing faculty hiring needs; comprehensively reviewing student support services; and carefully planning facilities. The document includes qualitative findings from focus groups with students enrolled in remedial education classes in Maryland colleges. (RDG)

ED 433 898 JC 990 613

Thot, Iris Delores
How To Tutor a Student in a Foreign Language.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Grammar; Higher Education; Language Teachers; Languages; Learning Strategies; *Second Language Instruction; Student Characteristics; *Teacher Student Relationship; *Teaching Methods; *Tutorial Programs; Two Year Colleges
IDENTIFIERS- Santa Monica College CA

These "tips" on how to tutor a student in a foreign language include: (1) Get to know the student, which class he or she is in and how the instruction is conducted; (2) Be a good listener, a skill that, like the first tip, is essential in lowering a student's affective filters; (3) Be patient--instruction may require many repetitions; (4) Be enthusiastic and excited about language; this will make it more enjoyable to learn; (5) Know how to explain the language and its structure to students training to become tutors--grammar skills in both English and in the foreign language being taught are essential in effective language tutoring; (6) Give all students a review of English grammar; (7) Know the language textbook the student is using in class and have a copy of it to refer to during tutoring sessions; (8) Know what resources are available for the student, i.e., be able to recommend pertinent books, verb wheels, ready-made flash cards, and computer or Web-based programs; (9) Be familiar with various foreign language

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Rearing; Family Environment; Family Financial Resources; Family Health; *Holistic Approach; Nutrition; *Parent Child Relationship; *Parenting Skills; Play; Pregnancy; Spirituality; Values Education
IDENTIFIERS- Environmental Awareness; Family Community Relationship

Featuring profiles of families involved in a variety of progressive parenting approaches, this guide integrates the physical, mental, spiritual and social tasks of childrearing to present a holistic approach to parenting and family life. The chapters are: (1) "The Whole Parenting Approach to Family Life"; (2) "A Healthy Start: Conscious Pregnancy, Birth, and Infancy"; (3) "Beginning the Weave: Raising Children with Holistic Family Values"; (4) "Family Wellness"; (5) "Holistic Family Diet"; (6) "The Learning Family"; (7) "The Artful Family"; (8) "Fields of Play"; (9) "Greening Your Family"; (10) "A Sense of Community"; (11) "Family Means"; and (12) "Family Spirituality." Each chapter includes a topical list of resources. (HTH)

ED 433 917 PS 027 872

The Family Child Care Licensing Study, 1999.
PUB DATE- 99
NOTE- 254p.; For the 1998 study, see ED 424 949.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Certification; Child Advocacy; Child Caregivers; Child Welfare; Childhood Needs; Children; *Compliance (Legal); Early Childhood Education; Educational Legislation; *Family Day Care; Legal Responsibility; National Surveys; *State Legislation; *State Regulation
IDENTIFIERS- *Day Care Licensing; *Day Care Regulations; Home Based Programs; Licensed Programs; Regulatory Programs

This report presents the findings of the 1999 national survey of state child care regulatory agencies to update and expand family child care regulatory information published in the 1998 study. Data on small family child care homes and group or large family child care homes are organized in 22 categories: (1) number of regulated homes; (2) definitions and regulatory requirements; (3) unannounced inspection procedure; (4) tracking of denials and revocations; (5) complaint procedure; (6) provider qualifications; (7) provider training and orientation; (8) discipline policy; (9) emergency medical consent policy; (10) environmental policy; (11) immunization policy for children; (12) national life safety fire code policy; (13) nutrition policy; (14) smoking policy; (15) before and after school programs; (16) infant care programs; (17) programs for children with disabilities; (18) sick child care programs; (19) zoning regulations; (20) available resources; (21) local contact; and (22) pending/new legislation. The introduction of the report presents the methodology; defines relevant terms; lists regulatory requirements for family and large child care homes for each of the 50 states, the District of Columbia, Puerto Rico, and the Virgin Islands; and contains a question/answer summary related to number of providers, methods of state regulation, exemptions, child caregiver requirements, provider/child ratios, and inspections. The bulk of the report details data for each state, the District of funded program through the Department of Health and Human Services, provides training and technical assistance in the area of disability services to Head Start staff in Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin. The GLRAP investigated the impact of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 on Head Start. The study used survey, canvass call telephone interviews, and focus groups with Head Start staff to inquire about potential and real effects of welfare reform on Head Start services. Findings showed that the principal concerns of Head Start staff clustered in three areas: eligibility and changes in the formal system, family concerns, and internal Head Start issues. (Contains 18 references.) (EV)

ED 433 936 PS 027 916

Smith, Mary K.; Dlugosh, Larry L.
Early Childhood Classroom Teachers' Perceptions of Successful Inclusion: A Multiple Case Study.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Conference of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Disabilities; *Elementary School Teachers; *Inclusive Schools; Mainstreaming; *Preschool Teachers; Primary Education; *Regular and Special Education Relationship; Special Needs Students; *Teacher Attitudes

This study assessed which factors early childhood regular education classroom teachers, grades kindergarten through third, perceive as promoting or hindering the successful practice of inclusion. Three research questions formed the basis of this study: (1) How do early childhood classroom teachers (K-3) describe their perceptions of inclusion? (2) How do they describe their perceptions of successful inclusion? and (3) How do they describe their perceptions of unsuccessful inclusion? Six teachers were randomly selected from survey respondents to participate in four interviews. Findings showed that the teachers all shared the same basic beliefs regarding the importance of inclusion. Teachers' comments regarding successful versus unsuccessful inclusion revealed four themes: training, class load, support, and time. Recommendations drawn from the study include the following: (1) keep class size to a reasonable number; (2) keep case loads of resource personnel reasonable; (3) provide each regular education classroom with a consistent paraprofessional assigned for no less than half a day; (4) do not expect regular education teachers to deliver the instruction alone; (5) provide time for planning and collaboration; (6) keep inservice training practical and relevant; (7) advise and evaluate new para-educators at the time of hiring regarding new tasks that come with inclusion; (8) provide comprehensive training; (9) have administrators spend time teaching in an inclusive classroom; (10) provide for evaluation; and (11) provide a mediator for teachers. (Contains 26 references.) (EV)

ED 433 937 PS 027 918

van Kuyk, Jef J.
Post Modern and Effective: The Pyramid Program for Three-to-Six-Year-Olds.

IDENTIFIERS- Child Care Resource Centers; Family Resource and Support Programs; Wisconsin

The Families in Education Program, dedicated to nurturing a family-community-school partnership, provides this packet for Wisconsin schools to use throughout the year to promote families and learning. The articles in this packet contain ideas for making family-community partnerships work in the schools. Articles address the following topics: (1) family-school compacts; (2) web resources on parental involvement in education; (3) questions for evaluating a family-school-community partnership program; (4) family resource centers; (5) sample survey for school family centers; (6) child care information center; (7) parent involvement in school governance; (8) setting standards for parent partnerships; (9) promising practices for partnerships, including a summer learning fair and a family involvement retreat; and (10) the variety of ways schools spent their 1997-98 Wisconsin Partnership Schools grants. (KB)

ED 433 954 PS 027 957

Idaho Kids Count, 1998: Profiles of Child Well-Being.

SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.

PUB DATE- 98

NOTE- 297p.; For 1996 Data Book, see ED 407 071.

LANGUAGE- English

EDRS Price- MF01/PC12 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; *Adolescents; At Risk Persons; Birth Weight; Births to Single Women; Child Abuse; *Child Health; Child Neglect; Child Welfare; *Children; *Counties; Demography; Disadvantaged Youth; Divorce; Dropout Rate; Enrollment; Health Insurance; High School Graduates; Incidence; Infant Mortality; Mortality Rate; Poverty; Prenatal Care; Racial Differences; Secondary Education; *Social Indicators; Socioeconomic Status; State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; Violence; *Well Being; Youth Problems

IDENTIFIERS- Arrests; *Idaho; *Indicators

This Kids Count report examines statewide and county level trends in the well-being of Idaho's children. The statistical portrait is based on 15 indicators of well-being: (1) child poverty rate; (2) percent of single-parent families with children under 18; (3) infant mortality rate; (4) percent of low birthweight infants; (5) percent of mothers without adequate prenatal care; (6) percent of mothers 10-19 years with no prenatal care; (7) child death rate; (8) child abuse and neglect referrals; (9) students' standardized test scores; (10) percent high school graduates; (11) dropout rate; (12) teen birth rate; (13) percent of teens not in school and not working; (14) juvenile violent crime arrest rate; and (15) teen violent death rate. Following introductory material summarizing current child well-being in the state and providing regional and racial/ethnic comparisons on the indicators, the bulk of the report presents state and county level data on demographic information and the indicators. State findings indicate that the teen birth rate, the juvenile violent crime arrest rate, and infant mortality continue to decline. Measures showing mixed progress are child poverty rate, percent of single parent families, mothers without adequate prenatal care, child mortality, academic achievement, and high school graduation. Indicators needing immediate attention include the low birth weight rate, child abuse rate, school dropout rate, and teen violent death rate.

discussion of the use of manipulatives, individualizing instruction, and assessment. Chapter 7, "Implementing Science and Social Studies," discusses preparing a unit, including gathering information, presenting findings, and letting students evaluate their work. Chapter 8, "Self-Assessment," includes a discussion of standardized testing and letter grades, student self-assessment, and student-led conferences. Chapter 9, "Together We Can ...," includes a discussion of grade-level teams, teacher support groups, and mentoring. (Contains 103 references.) (LPP)

ED 433 971 PS 027 986

Hable con sus hijos: Antes de que lo hagan todos los demas (Talk with Your Kids...before Everyone Else Does: Talking with Kids about Tough Issues).
SPONS. AGENCY- Kaiser Foundation, Oakland, CA.
PUB DATE- 98
NOTE- 45p.; For English version, see ED 433 133.
LANGUAGE- Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Child Rearing; Drinking; Drug Use; *Early Adolescents; Elementary Education; *Parent Child Relationship; Parent Materials; *Parents; *Preadolescents; Sexuality; Violence
IDENTIFIERS- Sexually Transmitted Diseases

Parents are challenged daily with a wide range of disturbing issues that are difficult for children to understand and for adults to explain. This Spanish-language booklet offers practical, concrete tips and techniques for talking easily and openly with 8- to 12-year-olds about sex, HIV/AIDS, violence, drugs, and alcohol. The book is divided into five parts. Part 1 contains 10 general tips for talking with kids: start early, initiate conversations with your child, initiate conversations about sex and relationships, create an open environment, communicate your values, listen to your child, try to be honest, be patient, use everyday opportunities to talk, and have several conversations about the same topic. Part 2 presents advice about talking about sex and relationships, including giving accurate and age-appropriate information and talking with children of the opposite sex. Part 3 concerns HIV/AIDS and suggests that parents present facts, foster self-esteem, put children's safety first, and be prepared to discuss death. Part 4 deals with violence and recommends that parents acknowledge children's fears and reassure them of their safety, convey strict rules about weapons, talk about gangs, monitor media and tone down the effects of violent media messages, set limits for children, and ask schools to teach conflict-resolution. Part 5 conveys advice about alcohol and drugs, including role playing how to say "no," setting a good example, discussing what makes a good friend, and seeking help if a problem is suspected. The booklet concludes with a list of organizational resources and readings for parents and children. (HTH)

ED 433 972 PS 027 992

Borba, Michele
Parents Do Make a Difference: How To Raise Kids with Solid Character, Strong Minds, and Caring Hearts. Jossey-Bass

practices in education, and the overuse of Ritalin in schools. Feature articles discuss holistic education, how classroom technology promotes passivity and perverts education, the true meaning of "discipline," a Japanese school modeled after Summerhill School, myths concerning attention deficit disorders and Ritalin, student meditation as a stimulus to creative writing, what teachers can do to ameliorate students' negative self-concept, "Mr. Rogers' Neighborhood" as a model for understanding human behavior, managing student behavior with drugs, revisioning professionalism in teaching, parent information on learning styles, supporting the parent-child relationship, the deficiencies of public schooling, a call to recover classical ideas of higher education, advice on essay writing for prospective college students, democracy in a new Florida charter school, cooperative community lifelong learning centers, and innovative practices in small community schools. Issues also include chapters from the 1949 book "Freedom in Education," by Elizabeth Ferm of the Stelton Modern School; letters from readers; book reviews; student writings; poetry; and descriptions of alternative education conferences. (SV)

ED 433 990   RC 022 095

Bickel, Robert; Tomasek, Terry; Hardman, Teresa
Quick-and-Dirty Reform in Low-Income, Rural Schools: NSF's Appalachian Rural Systemic Initiative.
PUB DATE- 99
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Assessment; Elementary Secondary Education; Evaluation Methods; *Lesson Observation Criteria; Low Income States; *Mathematics Instruction; *Misconceptions; Rural Schools; *Science Instruction
IDENTIFIERS- Kentucky; National Science Foundation; Site Visits; *Systemic Educational Reform; West Virginia

Since 1991, the National Science Foundation has funded 59 state, urban, and rural systemic initiatives to promote achievement in math, science, and technology. The Appalachian Rural Systemic Initiative (ARSI) is a six-state consortium that focuses these efforts on low-income rural schools. A primary means of accomplishing this is a 1-day, one-school site visit, called a Program Improvement Review, done by an ARSI math or science expert. A first-hand account of the Program Improvement Review by a former ARSI expert leads to the following observations: ARSI experts construe the process of educational achievement as a thoroughly understood, relatively simple mechanism manifest in static indicators of school effectiveness. In consequence, ARSI has standardized and accelerated its Program Improvement Review process through excessively routinized observation based on short-cut procedures and unvalidated instruments. ARSI experts take their evaluation criteria for granted as embodying the one right way to teach math and science anywhere. Student responses and student-teacher interactions are irrelevant to ARSI evaluations. Departures from ARSI criteria, even in the presence of overwhelmingly favorable student performance, are negatively sanctioned. Premised on distortions and oversimplifications, the Reviews become caricatures of early 20th-century Taylorism, and are likely to undercut achievement rather than enhance it. (Contains 20 references.) (SV)

ED 433 991   RC 022 097

experiences were empowering, gave the teachers confidence in themselves, and renewed the teachers' energy to teach science. The ways and methods through which teachers can immerse themselves in scientific research and the impact scientific research can have on students are also discussed. Chapters include: (1) "Teachers Learning Inquiry through Scientific Research" (Penny J. Gilmer); (2) "Teachers Can Be Scientists, Too!" (Jacqua L. Ballas and Terrie L. Kielborn); (3) "How a Crab's Sense of Smell Changes the Life of a Teacher" (Kathleen R. Foley); (4) "Investigating Fish Mortality: A Science Teacher's Learning Experience" (Lori Livingston Hahn); (5) "Ghost Shrimp and Fish Bring Real-World Experience to a Science Classroom" (Joseph Brock); (6) "Blossoming of Science Involvement through Algae Research" (Terrie L. Kielborn); (7) "Scientific Inquiry: A Journey for a Teacher and Students" (Yvette F. Greenspan); (8) "Learning and Growing as a Scientist and Science Educator" (Marcie L. Bosseler); and (9) "Forming Partnerships: How a Teacher Can Become Involved in Scientific Research" (Terrie L. Kielborn). (WRM)

ED 434 009 SE 062 815

Fun with Math: Real-Life Problem Solving for Grades 4-8.
SPONS. AGENCY- Department of Labor, Washington, DC.
PUB DATE- 99
NOTE- 461p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Algebra; Elementary Education; Estimation (Mathematics); Functions (Mathematics); Geometry; *Mathematics Instruction; Measurement; Number Concepts; *Patterns in Mathematics; Probability; *Problem Solving; *Relevance (Education)

This book was developed for teachers, youth group leaders, after-school child care providers, and parents, who may not have the time or the expertise to develop strategies for preparing students to be effective problem solvers. The content is organized in a pyramid style to make it easy to locate and grasp the information provided. Information on effective strategies for teaching general real-life problem solving is provided first. Similar information specific to real-life math problem solving follows. Together these two sections lay a foundation to prepare teachers to successfully deliver the learning activities subsequently provided. The Learning Activities section is organized by strand as identified by the Ohio Mathematics Proficiency Outcomes. Each section begins with an index of the activities included in that strand. Appendices provide additional details that can be used to facilitate the development of more complex skills. Appendix A contains references; Appendix B lists resources, i.e., books, software, Internet sites, and materials suppliers; Appendix C features common math vocabulary; Appendix D contains the Ohio 4th-, 6th-, and 9th-grade Mathematics Proficiency Outcomes; and Appendix E includes matrices of learning activities, proficiency outcomes, and process skills designed to help focus learning activities on specific mathematical and process skills. (ASK)

ED 434 010 SE 062 821

Brandy, Tim

This two-part document features an activity book for students to learn about the diversity of life in the ocean. Activities include crossword puzzles, detailed drawings of sea creatures, connect-the-dot activities, and word searches. (CCM)

ED 434 036 SE 062 889

Farmer, Lesley S. J.
Go Figure! Mathematics through Sports.
PUB DATE- 99
NOTE- 170p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Athletics; Elementary Secondary Education; *Mathematics Activities; *Mathematics Instruction

This book brings the notions of sports and mathematics together. Educators can use sports to provide a real-life context based on student interest. Not only do students become aware of mathematical thinking, but they can be "trained" to improve their mathematical skills and habits of mind through sports-related learning experiences in math. A second agenda of fostering student information literacy is also addressed. Answers are not included, and even the data upon which to derive an answer are often outside the text. Part I of the book addresses "math power": contemporary mathematical education. Based on the 1989 National Council of Teachers of Mathematics (NCTM) document on school mathematics curriculum, it explains how to structure educational experiences to help students think and communicate, drawing on mathematical ideas and using mathematical tools and techniques. A special note for librarians concludes this part, which shows how to use reference tools to help students gather and process sports and math data. Most of the book is composed of units that explore mathematical concepts using a meaningful sports context. Five major topics are covered, each with its own mathematical focus. Within each topic, units are arranged from single-concept exercises (warm-ups) to extensive open-ended projects (marathons). A lesson template notes the mathematical strand, sport, and information skill. The physiology unit focuses on measurement, the training unit focuses on functions, and the third unit, how to play the game, highlights geometry. The sports competition unit focuses on statistics while the last unit examines sports economics, emphasizing data representation. (Contains 86 references.) (ASK)

ED 434 037 SE 062 892

Allen, Bradford D.; Carifio, James
The Development and Validation of an Emotion Questionnaire for the Investigation of Affect during Mathematical Problem Solving.
PUB DATE- 99
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Affective Behavior; Elementary Secondary Education; *Mathematics Education; Measures (Individuals); *Problem Solving; Questionnaires
IDENTIFIERS- *Polya (George)

The importance of emotion in problem solving is well established. The Emotion Questionnaire, presented here, is a 38 item instrument designed to measure important aspects of emotion problem solving. The development and validation of the Emotion sources, and first-hand accounts of the actions of the present military regime in Burma, a regime which retained power even after it lost the 1990 national elections, and which sponsors repression of pro-democracy forces in the country. The first section, an introduction, includes articles pertaining to the background of the conflict in Burma between the National League of Democracy (NLD) and the Burmese government, as well as a historical overview of Burma. The guide is divided into the following sections: (1) "Aung San Suu Kyi (Biography, Speeches, and Writings)"; (2) "8-8-88"; (3) "Human Rights Violations"; (4) "Child Abuse"; (5) "Harsh Prison Conditions"; (6) "Women's Rights Violations"; (7) "Education in Burma"; (8) "Environmental Destruction"; (9) "Drugs in Burma"; (10) "Refugees from Burma"; (11) "Personal Testimony from Burmese People"; (12) "SLORC/SPDC Defends Itself"; (13) "Recent Military Crackdown"; (14) "Trade Sanctions: Pro/Con"; (15) "Sample Letters to the Editor and to Political Representatives and Classroom Activities"; and (16) "Resources" (reading list, videos, and websites). (BT)

ED 434 058 SO 031 003

Hickey, M. Gail
Bringing History Home: Local and Family History Projects for Grades K-6.
PUB DATE- 99
NOTE- 226p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Context; Elementary Education; *Family History; History Instruction; Instructional Effectiveness; Learning Activities; *Local History; *Social Studies; Student Motivation; *Student Projects; United States History
IDENTIFIERS- Historical Materials; Historical Research

This book aims to motivate children to learn about history and social studies by beginning with what they already know--from home life, family life, ethnic/cultural life--and then building on that personal knowledge by adding information from family and community resources. The book includes activities that can help the teacher show students that history is not only about the past but also about all people and their families, communities, and living history. The activities and resources can be adapted, adjusted, updated, and personalized. Resources include annotated bibliographies of children's trade books related to family history topics and local/community history topics; a comprehensive list of contacts (by state) for additional information and assistance with conducting genealogical study. The book emphasizes diversity and the most current theories of teaching and learning. It takes a child's experiences within the home, the school, and the community and places them directly in the framework of the classroom curriculum; it is based on the idea that when teachers use strategies and plan lessons that build on prior knowledge by incorporating each child's own cultural learning and experiences, children are empowered as learners. (BT)

ED 434 059 SO 031 016

Instituto para la Promocion de la Cultura Civica, A.C.: Mission; Philosophy; Goals and Objectives; Challenge and Commitment; Activities; Publications and Essays; Presence in the Mass Media.

Research; *Cultural Context; Educational Practices; Elementary Education; Immigration; Multicultural Education; *Reading Material Selection
IDENTIFIERS- Asian American Studies; *Cultural Sensitivity; Trade Books

Currently, culturally sensitive teaching of Asian Americans is basically confined for the most part to the college level. Asian American studies programs have become the site for Asian Americans to relearn, redefine, even regain their identity. This paper seeks to apply the knowledge and scholarship developed in Asian American studies in the past 20 years, which includes history, community, and literature, to an early elementary level reading class in an attempt to nurture an Asian/Pacific American point of view at an early age. Through analysis of themes such as migration and family history in Asian/Pacific American children's literature, the paper offers a critique of the underlying ideology and school practices from an Asian American's point of view. It also addresses strategies for countering the mainstream media's impact on Asian American children. The paper considers the construction of Asian American identities in three major categories: (1) mass media representations; (2) Pan-Asian identity; and (3) the model minority. It addresses Asian Americans' immigration history after 1965 at the time of the formation of American "white" suburbs and the most recent emerging "ethnoburbs." (Contains 4 notes and a 44-item bibliography.) (BT)

ED 434 078 SO 031 258

Sorenson, Georgia; Adams, Bruce; Kretman, Kathy Postel; Linsky, Marty; Burns, John S.; Gmelch, Walter H.; Kellerman, Barbara; Rost, Joseph C.
Democracy at Risk: How Schools Can Lead.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 28p.; Prepared by the Eisenhower Leadership Group.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizenship Education; Citizenship Responsibility; Democracy; *Democratic Values; Elementary Secondary Education; *Leadership Training; Social Studies; Social Values
IDENTIFIERS- *Eisenhower Leadership Program

This report describes the Eisenhower Leadership Program, an approach to leadership learning that aims to educate students for democracy. Based on the premise that democracy at risk threatens the fabric of the national culture, the document presents five key elements considered essential for educating students to become democratic leaders. These elements are as follows: (1) establish a democratic environment in the school and classrooms; (2) engage students in critical thinking regarding problems they are asked to address; (3) make leadership learning a collaborative effort; (4) involve students in real learning experiences and situations outside the classroom; and (5) allow time and space for reflection. Recommendations for attaining these goals are provided via models enacted by participating Eisenhower Leadership Program schools. Appendices list in-place Eisenhower Leadership Program Projects, persons interviewed for this report, and 23 suggested readings. (MM)

Somali, Nuer, Russian, Spanish.
SPONS. AGENCY- Minnesota State Dept. of Children, Families, and Learning, St. Paul.
PUB DATE- 98
NOTE- 79p.; Developed in partnership with Allina Health System and Multi-Cultural Educational Services.
LANGUAGE- English; Arabic; Somali; Hmong; Vietnamese; Lao; Nuer; Russian; Serbocroatian; Spanish
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Arabic; *Breastfeeding; Food; Health Promotion; Hmong; Infant Care; *Infants; Instructional Materials; Lao; *Nutrition; *Parent Education; Parenting Skills; Russian; Self Care Skills; Somali; Spanish; Uncommonly Taught Languages; Vietnamese
IDENTIFIERS- Nuer

These three guides provide information in English, Bosnian, Russian, Arabic, Somali, Spanish, Hmong, Laotian, Vietnamese, and Nuer on feeding infants. Topics covered include breastfeeding advantages and techniques, self-care by breastfeeding mothers, bottle feeding techniques, formula preparation, frequency of feeding, beginning solid foods, choking and other health hazards of certain foods, beginning use of cups for drinking, and anemia. The guides include descriptive photographs. (SM)

ED 434 099 SP 038 786

Perry, Phyllis J.
Exploring the World of Sports. Linking Fiction to Nonfiction. Literature Bridges to Social Studies Series.
PUB DATE- 98
NOTE- 133p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Athletics; *Childrens Literature; Elementary Education; Elementary School Students; Elementary School Teachers; *Integrated Activities; *Lesson Plans; Planning; Teaching Methods; Units of Study

This book is designed to help elementary teachers plan an integrated unit of study involving sports. It links popular fiction titles on the topic of sports to related nonfiction titles that will fascinate young readers and build their knowledge across the curriculum. The book includes suggestions for individual, small group, and large group activities across disciplines. Multiple book titles allow for choice based on students' interests and skill levels. The titles were selected from various books recommended by children's librarians. Chapters include baseball, basketball, football, soccer, swimming, and track and field. Between the fiction and nonfiction titles in each part are two suggested bridge titles that combine factual information with elements of narrative. They may also include interesting anecdotes and diary entries. Parts 1-4 contain summaries of fiction titles, bridge and poetry titles, and nonfiction titles. For each fiction book, discussion starters and multidisciplinary activities are suggested. For each nonfiction title, topics for further investigation are suggested. These activities involve skills in

DESCRIPTORS- *College Students; Counseling; Higher Education; Personality Assessment; *Personality Traits; *Psychometrics; *Scores; *Test Construction; Test Items
IDENTIFIERS- Jung (Carl G); Myers Briggs Type Indicator; *Personal Preferences Self Description Quest

Instruments measuring Carl Jung's (1921/1971) theory of psychological types have been widely used in various counseling contexts. The most popular measure of types has been the Myers-Briggs Type Indicator (K. Briggs and I. Myers). This measure has been criticized for dichotomous scoring, forced-choice response formats, and differential gender weighting of item responses. Two studies, one involving 207 college students and the other involving 894 college students, were conducted to explore the psychometric properties of scores from an alternative measure of types, the Personal Preferences Self-Description Questionnaire (PPSDQ) (B. Thompson, 1996). Results are compared with those from related previous studies involving the Myers and Briggs measure or the PPSDQ. Results regarding the psychometric properties of PPSDQ scores were very encouraging and were consistent with previous results for the same measure. They were as good as, or superior to, results reported for the Myers and Briggs measure. Appendixes contain item analysis statistics for the PPSDQ, a table of gender differences on PPSDQ scales, a variance/covariance matrix for one of the studies, and varimax-rotated component function/structure coefficients for one study. (Contains 3 tables, 1 figure, and 32 references.) (SLD)

ED 434 120 TM 030 081

King, Jason E.; Melancon, Janet G.; Thompson, Bruce
Score Validation and Theory Elaboration of a Jungian Personality Measure.
PUB DATE- 99
NOTE- 71p.; Paper presented at the Annual Meeting of the American Psychological Association (107th, Boston, MA, August 20-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Counseling; Factor Structure; Higher Education; Personality Assessment; *Personality Traits; *Psychometrics; *Scores; *Test Construction; Test Items; Validity
IDENTIFIERS- Jung (Carl G); Myers Briggs Type Indicator; *Personal Preferences Self Description Quest

Jungian measures have proven extremely popular, selling more than three million copies per year for use in various types of counseling. This study investigated the construct validity of scores from an alternative measure of Jungian personality, the Personal Preferences Self-Description Questionnaire (PPSDQ) (B. Thompson, 1996). Forms of the PPSDQ and the Myers-Briggs Type Indicator (I. Myers and M. McCaulley, 1985) were completed by 394 college students. A variety of first- and second-order factor structure models, as well as concurrent validity models, were evaluated using structural equation modeling (SEM). In addition, factor invariance across gender was also evaluated using SEM. The PPSDQ was found to measure four underlying constructs adequately, as hypothesized. Evidence was also found for a higher-order factor underlying these four dimensions. No gender modeling effects were found in this data set. In general, the PPSDQ yielded results comparable to those from the Myers-Briggs measure. (Contains 4 tables, 16 figures, and 45

Procedures Guide for Transcript Studies. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 39p.; For the companion volume, "Revision of the Secondary School Taxonomy, 1998," see TM 030 104.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Records; *Educational Research; Elementary Secondary Education; *National Surveys; *Research Methodology
IDENTIFIERS- National Center for Education Statistics

The National Center for Education Statistics (NCES) collects data, directs analyses, and publishes information concerning the condition of education in the United States. In this role, NCES has collected transcript data since 1982. The power of transcript data, however, can be undermined by the use of differing definitions, conflicting methodologies, and nonstandard procedures in the various studies analyzing these data. This report provides information that should lead to standardized practices and an understanding of the decisions that are made when analyzing these data. The recommendations and guidelines in this guide will be relevant mainly to those who use the student-level transcript files. Chapter 1 introduces transcript data uses. Chapter 2 covers decision rules for keeping or discarding cases in creating an analysis file, and chapters 3 and 4 contain recommendations regarding the main derived variables that researchers may want to use. An appendix lists members of the Professional Work Group that developed the procedures. (SLD)

ED 434 142 TM 030 104

Bradby, Denise; Hoachlander, Gary
Revision of the Secondary School Taxonomy, 1998. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 209p.; For the companion document, "Procedures Guide for Transcript Studies," see TM 030 103.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Records; *Classification; Definitions; High Schools; *National Surveys; Secondary Education
IDENTIFIERS- National Center for Education Statistics

Discussions about how to use and analyze transcripts inevitably include how to classify and measure individual courses and how to aggregate and measure groups of courses in a meaningful way. The Secondary School Taxonomy (SST) was developed in the 1980s by the National Center for Education Statistics (NCES) as a framework for aggregating and analyzing transcript data and has since been used to monitor U.S. progress toward meeting national goals for student course-taking in academic and vocational subjects as well as overall trends in course taking in U.S. schools. Chapters 1,2, and 3 describe the revised SST and its predecessor. Chapters 4 and 5 contain the SST with the codes that make it usable. Appendixes list members of the Professional Work Group, discuss effects of the revision, and

Foster, Ann
Form and Function: Using Mixed Methods To Study Works in Progress.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; Educational Change; Elementary Secondary Education; Evaluation Methods; Higher Education; *Partnerships in Education; *Professional Development; *Program Evaluation
IDENTIFIERS- *Colorado; Reform Efforts

The Colorado Partnership for Educational Renewal (CoPER) was formed in 1986 to cultivate the development of partner schools in the simultaneous renewal of schooling and the education of educators. The CoPER now includes 13 school districts and 6 institutions of higher education collectively engaged in work in more than 50 partner schools and other initiatives. Several perspectives were considered in order to evaluate CoPER operations and initiatives. The purpose and structure of the partnership created a significant challenge regarding an appropriate theoretical grounding to drive the research methodology. Eventually, an interactive and responsive evaluation approach was developed. Each school kept an activity log, and each site arranged for focus groups of its key stakeholders. Surveys were designed for faculty and students, and some classroom observations were carried out. The evaluation of CoPER, a state level umbrella organization, collected data germane to specific partner sites. The evaluation results were portraits of specific sites, but many common experiences or data trends could be extrapolated across sites and institutions. Much of the information discovered reflected the importance of relationships and the role of personalities. Results emphasize the individual differences and similarities of partnership members. (Contains 8 references.) (SLD)

ED 434 164 TM 030 185

Hoffman, Charlene
Mini-Digest of Education Statistics, 1998.
PUB DATE- 99
NOTE- 70p.; For the previous year's "Mini-Digest," see ED 417 230.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Dropouts; Educational Administration; Educational Finance; *Educational Trends; *Elementary Secondary Education; *Enrollment; Ethnic Groups; Graduates; *Higher Education; Racial Differences; Statistical Data; *Student Characteristics; Tables (Data); Teacher Characteristics; Trend Analysis
IDENTIFIERS- National Center for Education Statistics

This edition of the "Mini-Digest" provides a pocket-sized compilation of statistical information covering U.S. education from kindergarten through graduate school. This information is found in much greater detail in the "Digest of Education Statistics," "The Condition of Education," and "Youth Indicators." The statistical highlights provide a quantitative

DESCRIPTORS- *Community Involvement; *Educational Change; Educational Philosophy; High Schools; *Immigrants; *Teaching Methods; *Urban Schools
IDENTIFIERS- *Covello (Leonard)

Leonard Covello's memoir, "The Heart Is the Teacher" (1958), contained the history of an urban community school, Benjamin Franklin Community High School in East Harlem (New York). The school was concerned with academics and the special needs of immigrant children. The first section reflects on Covello's work and his community. The second section contains selections from Covello's work. The problems Covello faced are still urgent needs of urban schools today. (SLD)

ED 434 185 UD 033 116

Lamb, Michael E., Ed.
Parenting and Child Development in "Nontraditional" Families.
PUB DATE- 99
NOTE- 368p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Child Development; *Child Rearing; *Family Structure; Minority Groups; *One Parent Family; *Parent Child Relationship; Parenting Skills; *Urban Youth
IDENTIFIERS- *Nontraditional Family

Selections in this volume discuss the ways in which various "deviations" from traditional family styles affect childrearing practices and child development. Contributors attempt to illustrate the dynamic developmental processes that characterize parenting in nontraditional contexts. The collection contains the following chapters: (1) "Parental Behavior, Family Processes, and Child Development in Nontraditional and Traditionally Understudied Families" (Michael E. Lamb); (2) "Maternal and Dual-Earner Employment: Family Environment, Adaptations, and the Developmental Impingement Perspective" (Adele Eskeles Gottfried, Allen W. Gottfried, Kay Bathurst, and Colleen Killian); (3) "Nonparental Child Care" (Michael E. Lamb); (4) "Primary Caregiving Fathers" (Graeme Russell); (5) "The Consequences of Father Absence" (Sara McLanahan and Julien Teitler); (6) "Noncustodial Parents" (Ross A. Thompson and Deborah J. Laible); (7) "The Effects of Divorce and Custody Arrangements on Children's Behavior, Development, and Adjustment" (Michael E. Lamb, Kathleen J. Sternberg, and Ross A. Thompson); (8) "Stepfamilies" (E. Mavis Hetherington and Margaret M. Stanley-Hagan); (9) "Adoptive Families" (Harold D. Grotevant and Julie K. Kohler); (10) "Families Headed by Lesbian and Gay Parents" (Charlotte J. Patterson and Raymond W. Chan); (11) "Black Families in Intergenerational and Cultural Perspective" (Vivian L. Gadsden); (12) "Latino Families" (Birgit Leyendecker and Michael E. Lamb); (13) "Multiracial Families" (Paul C. Rosenblatt); (14) "Struggling To Make Ends Meet: Poverty and Child Development" (Jeanne Brooks-Gunn, Pia Rebello Britto, and Christy Brady); (15) "Violent Families" (Kathleen J. Sternberg and Michael E. Lamb); and (16) "The Families of Neglected Children" (Howard Dubowitz). Each chapter contains references. (SLD)

ED 434 186 UD 033 117

Fager, Jennifer
Service Learning in the Northwest Region. By Request Series.
SPONS. AGENCY- Office of Educational Research and Improvement

state funds can be used. An overview is provided of student enrollment in terms of age and gender but not ethnicity; the faculty, almost entirely native to Arkansas, are required to teach a minimum of 15 credit hours per term. The paper concludes with a look at articulation, stating that articulation between the two-year college and university system is similar to that in Florida. (VWC)

ED 433 880 JC 990 594

Robinson, Shawn
How Can Multi-Campus Community Colleges Hold on to a Sense of Unity and Oneness?
PUB DATE- 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Collegiality; *Community Colleges; Educational Cooperation; *Institutional Cooperation; *Interschool Communication; *Multicampus Colleges; *School Effectiveness; State Colleges; Two Year Colleges
IDENTIFIERS- Valencia Community College FL

This paper discusses fostering a sense of unity across multiple campuses of a community college. It defines multi-campus community colleges (M3C) as a community college district composed of more than one site where learning is to take place. Unity is considered the state at which the students, faculty, and staff on the various college campuses and sites have greater allegiance to the college than to the campus where most of their college experiences take place. Unity is the goal of many community colleges and can be illustrated through the hiring of college-wide personnel. Putting the college first and not having competition or animosity between campuses is oneness. The paper also addresses the question of how to make an M3C work effectively. The key ingredient of a successful M3C is communication. Everyone should desire and be able to acquire information about the many aspects of the college. To create cross-campus bonds, the college leadership must make an active and possibly intrusive effort to foster oneness. Teaching departments should be named and structured uniformly throughout the college. Students should be given activities, functions, and festivals throughout the year that are held at the various campuses. The paper looks at some problems of the M3C such as the lack of communication causing strife between campuses. Contains survey on multiple campus effectiveness and unity. (VWC)

ED 433 881 JC 990 595

East Central College Board of Trustees Policies & Procedures.
PUB DATE- 97
NOTE- 235p.; Also referred to as the "East Central College Board Policy Manual." Pages 48 and 50 slightly cropped.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Administrative Policy; College Administration; College Faculty; College Students; Community Colleges; *Educational Policy; *Governance; *Organization; Trustees; Two Year Colleges
IDENTIFIERS- *East Central College MO

This manual is the guide to all policies and procedures governing teaching techniques, such as the natural approach, the communicative approach, the audio-lingual method, and the Dartmouth approach, and (10) Find out the student's learning style. (CB)

ED 433 899 JC 990 614

Robinson, Shawn
Why Is TQM Not a Part of the Community College Vocabulary?
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Administration; *Community Colleges; *Educational Planning; Higher Education; Management Development; Management Systems; Organizational Objectives; Program Implementation; *Total Quality Management; Two Year Colleges

This article reviews the basic principles of Total Quality Management (TQM) and how they can be applied to the administration of community colleges. TQM is a customer (student)-focused, continuous-improvement, quality-oriented way of thinking about all aspects of operating an organization that is shared and practiced by all employees (faculty and staff) as they think and work together. For TQM to be successful the following concepts must be present: leadership, information and analysis, strategic quality planning, human resource use, quality assurance of services, quality results, and customer satisfaction. While TQM spells out exactly what is needed in the administrative structure to succeed, it acknowledges that the organization must be motivated to implement not only a new program but also a new way of thinking and must be willing to take the time to learn the program through training. All members of the organization must desire quality and believe that it is possible to achieve; they must be willing to learn and change; they must be operating in an environment of trust, and they must have a sense of ownership in the institution. This article explains the obstacles community colleges face in trying to implement TQM, and provides specific suggestions for overcoming these difficulties, including an assessment of the college mission and personnel. (CB)

ED 433 900 JC 990 615

Robinson, Shawn
Faculty Salaries in the Community College.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; *Community Colleges; *Faculty College Relationship; Faculty Development; Faculty Mobility; Higher Education; Job Performance; *Job Satisfaction; *Teacher Attitudes; *Teacher Salaries; Two Year Colleges; Unions
IDENTIFIERS- Florida; Valencia Community College FL

This paper compares community college faculty salaries in Florida and the nation, discusses the effects of unions on salaries, and addresses reasons for faculty continuing in education despite lower pay. Community college faculty salaries have increased an average of 51% throughout the United States in the last decade, with some states being as high as 60%.

Columbia, Puerto Rico, and the Virgin Islands. Appended is a list of regulatory offices. (KB)

ED 433 918 PS 027 874

Bradley, Sheri; Mindrup, Carol; Wells, Laura
Increasing Parental Involvement through the Use of Motivational Activities.
PUB DATE- 99
NOTE- 118p.; Master's Thesis, Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Grade 1; *Parent Participation; Parent School Relationship; *Parent Student Relationship; *Parent Teacher Cooperation; Primary Education; *Program Effectiveness; Program Evaluation

This action research project evaluated a program for increasing parental involvement for 56 students in targeted first grade classrooms in an elementary school of 311 students. A review of literature showed that lack of parental and community support, undeveloped parent-teacher partnerships, time constraints, and uninviting school climates were probable causes of the problem with parental involvement. Interventions targeted three objectives: (1) planning and implementing special school activities; (2) clarifying expectations for parental roles in a child's education; and (3) developing and strengthening active parent-teacher partnerships. Analysis of pre- and post-intervention surveys, family attendance records, and records of take-home activity participation indicated that parental involvement had increased as a result of the intervention. Steps to slightly increase parental involvement were identified: (1) numerous and varied opportunities for participation; (2) realistic expectations; (3) creating a sense of ownership on the part of parents; and (4) a positive and accessible atmosphere in the classroom. (Thirty-one appendices include survey forms, checklists, take-home activity forms, and invitations to school activities. Contains 32 references.) (DLH)

ED 433 919 PS 027 875

Lucas, Gina; Hernandez, Eloisa; Cheslow, Becky
Newark Kids Count 1998: A Profile of Child Well-Being.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Prudential Foundation, Newark, NJ.; Healthcare Foundation of New Jersey, Roseland, NJ.
PUB DATE- 99
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Health; Child Neglect; Child Welfare; *Children; Crime; Demography; Dropout Rate; Early Parenthood; Economically Disadvantaged; Elementary Secondary Education; Infant Mortality; Physical Environment; Poverty; *Social Indicators; Tables (Data); Violence; Welfare Recipients; *Well Being; Youth Problems
IDENTIFIERS- *Indicators; *New Jersey (Newark)

This Kids Count report provides statistical data on several indicators of child well-being in Newark, New Jersey.

PUB DATE- 99
NOTE- 9p.; Paper presented at the Annual Meeting of the European Early Childhood Education Research Association (EECERA) (9th, Helsinki, Finland, September 1-4, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstract Reasoning; Cognitive Development; *Disadvantaged Youth; Early Childhood Education; *Early Intervention; Emotional Development; Foreign Countries; *Instructional Effectiveness; Motor Development; Outcomes of Education; Parent Participation; Program Effectiveness; Social Development; Tutoring
IDENTIFIERS- *Distancing Model (Sigel); Netherlands; Postmodernism

A 3-year experiment evaluated the effectiveness of the Pyramid program, an educational program for young children from deprived situations and based on two concepts: psychological nearness (principles of attachment theory) and psychological distance (derived from developmental distancing, or the growing ability of a child to comprehend that an object can be represented by something other than the concrete object itself). The Pyramid program uses thematic projects that are carried out cooperatively by a teacher and by tutors for low-scoring children. The aim is a high level of representation, and three intelligence areas are distinguished: emotional intelligence (socio-emotional development, personal development), cognitive intelligence (language and development of reading, thinking and development of mathematics, orientation in space and time), and motor intelligence (motor development, creative development). Parental involvement is also an important component. Comparison of children in the Pyramid program to a control group indicated that the Pyramid program, in which the distancing concept is the basis of thematic projects, is useful for preschool and primary school children; however, starting the program with 3-year-olds provided better results. A discussion of the "architecture" of the Pyramid concept is appended. (Contains 14 references.) (EV)

ED 433 938 PS 027 920

Mould, Claire
Reaching Out for Lifelong Learning: A Discussion Paper.
PUB DATE- 99
NOTE- 9p.; Paper presented at the Annual European Early Childhood Education Research Association (EECERA) Conference (9th, Helsinki, Finland, September 1-4, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Adult Learning; Child Care Occupations; *Child Caregivers; Early Childhood Education; Foreign Countries; Learning Motivation; *Lifelong Learning; Postsecondary Education; *Professional Development; Training
IDENTIFIERS- United Kingdom

This paper outlines the background of an early years training program being implemented in inner city and rural settings in the United Kingdom. The paper is based on 5 years of observations, interviews, meetings, and training initiatives with educators and parents. In their comments, educators and parents often attributed their lack of participation in training to external constraints such as lack of time rather

The report's eight appendices include a data indicator table, child abuse referrals by county, standardized test scores and high school graduation rates by school district, and child health insurance and immunization levels. (KB)

ED 433 955   PS 027 960

Dayan, Yael
Role Perception in Fieldwork Supervisors of Students of Early Childhood Education.
PUB DATE- 99
NOTE- 13p.; Paper presented that the Annual EECERA Conference (9th, Helsinki, Finland, September 1-4, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; College Faculty; Foreign Countries; Higher Education; Preschool Education; Qualitative Research; *Student Teacher Supervisors; *Supervision; *Supervisory Methods
IDENTIFIERS- Israel; *Supervisor Supervisee Relationship

Students of early childhood education studying at teachers' colleges in Israel are usually required to spend 1 to 2 work days weekly in a preschool, supervised by a faculty member who visits the student on site. This study examined the faculty member's perception of self in the role of fieldwork supervisor. Participating in this descriptive multiple case study were six supervisors from five teachers' colleges in Israel. Data were collected by means of observations, interviews, and written materials obtained over the course of 1 school year. Each supervisor was observed for 4 working days and during visits to preschools and encounters with student trainees at work in the field. During each visit to a total of 40 preschools, the supervisor was observed, audiotaped, and interviewed. The findings indicated that the supervisor's visit to the preschool was made up of three principal components: (1) movement around the setting; (2) observation of activities; and (3) supervisory conference. Although, ostensibly, the configuration of the visit was identical for all supervisors, their behavior and the manner in which they perceived each of these three role components differed for each individual. The differences among the supervisors generated a typology of three types of supervision: (1) activity-oriented; (2) child-oriented; and (3) student-oriented. These types of supervision have implications for training programs for supervisors. (Contains 27 references.) (KB)

ED 433 956   PS 027 961

Bledsoe, Caroline H., Ed.; Casterline, John B., Ed.; Johnson-Kuhn, Jennifer A., Ed.; Haaga, John G., Ed.
Critical Perspectives on Schooling and Fertility in the Developing World.
SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, CA.; Andrew W. Mellon Foundation, New York, NY.; Agency for International Development (IDCA), Washington, DC.
PUB DATE- 99
NOTE- 332p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Achievement; *Access to Education; *Adolescents; *Birth Rate; *Contraception; *Developing Nations; Early Parenthood; Educational Attainment; Educational Quality;

Psychology Series.
PUB DATE- 99
NOTE- 245p.; Foreword by Jack Canfield.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; *Child Rearing; Children; Elementary Education; *Emotional Development; Empathy; Interpersonal Competence; Moral Development; *Parent Child Relationship; Parent Role; *Parents; Problem Solving; Self Esteem; Social Development
IDENTIFIERS- Character Development; Goal Setting

Using the premise that skills for living successfully are learned, not inherited, this book details for parents and teachers specific skills that parents can teach that will make a difference in children's lives. The skills have been consistently named by researchers, parents, experts, and educators as critical to success, and pilot-tested at three schools. The eight skills are: (1) positive self-esteem; (2) cultivating strengths; (3) communicating; (4) problem solving; (5) getting along; (6) goal setting; (7) not giving up; and (8) caring. For each of these skills, the relevant chapter presents vignettes contrasting a child in need of the skill with one exhibiting the skill, step-by-step instructions for fostering the skill in a child, success tips placed throughout the chapter, and a list of additional resources. Contains 120 references. (HTH)

ED 433 973 RC 020 430

Doolas, Jena
Annotated Bibliography: Literature (Fiction & Non-Fiction) for Children about Central, South American and Caribbean Region.
PUB DATE- 95
NOTE- 22p.; On cover: "NAES College, HT499."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- American Indians; Annotated Bibliographies; Educational Strategies; Elementary School Curriculum; Family Life; Fiction; Foreign Countries; Immigrants; Intermediate Grades; *Latin American Culture; *Latin American History; Latin Americans; *Social Studies
IDENTIFIERS- Caribbean; Central America; South America

This bibliography was compiled to help solve the problem of finding a variety of books about Central and South America and the Caribbean Region for Hispanic sixth graders. The bibliography includes both nonfiction books appropriate for use in a social studies research component and fiction books appropriate for a reading program. One video is included as well. The bibliography grew out of the idea of integrating the study of the ancient Americas with reading and writing. After reading some of the books, students would write their own family stories, making connections between their heritage and their present. The main section of the bibliography describes 15 books and 1 video. Entries also identify appropriate grade level. The books were published 1952-93, mostly in the 1990s, and include historical materials, and fictional and nonfictional portraits of family life among Latin Americans--Hispanic, indigenous, or immigrant. A second section includes 22 additional books for students without annotations and 16

Kennedy, Carolyn L.
Outdoor Education in Girl Scouting.
PUB DATE- 96
NOTE- 180p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Camping; *Environmental Education; Experiential Learning; *Females; Map Skills; Outdoor Activities; *Outdoor Education; *Outdoor Leadership; Safety Education; Skill Development; Wilderness
IDENTIFIERS- *Girl Scouts of the USA

This book was written to help Girl Scout leaders prepare themselves and the girls with whom they work to enjoy outdoor experiences together. It complements the age-level handbook and leaders' guide, and training provided by the local Girl Scout council. The book contains nine chapters. The first chapter lists age-level characteristics of girls, from Daisy Girl Scouts to Senior Girl Scouts. It also includes photographs of outdoor badges that girls may earn in various age-level categories. Chapter 2 discusses how outdoor leaders can "guide inquiry" by asking questions and presenting problems, and provides suggestions for simple neighborhood explorations. Other chapters focus on learning outdoor skills, camping, staying safe, compass and map skills, understanding the natural environment, planning for trip camping, and camping in the wilderness. Many activity suggestions are given for each topic. Photographs and illustrations are included for topics such as knot making and properly caring for knives. Much practical information is covered, such as dressing for the weather, eating right, cooking outdoors, finding directions using the sun and stars, and reading and using maps. The chapter on environment discusses seasons, weather, soil, and ecosystems. An appendix lists equipment for overnight trips. A glossary, a bibliography, and an index are included. (CDS)

ED 433 992 RC 022 098

Briggs, Jean L.
Inuit Morality Play: The Emotional Education of a Three-Year-Old.
SPONS. AGENCY- Memorial Univ., St. John's (Newfoundland).
PUB DATE- 98
NOTE- 294p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Canada Natives; Child Development; *Child Rearing; *Dramatic Play; *Emotional Development; Emotional Experience; *Eskimos; Ethnography; Foreign Countries; Nonformal Education; Psychological Patterns; Social Development; Social Values; *Socialization; *Toddlers
IDENTIFIERS- *Adult Child Relationship; Arctic; Baffin Island; Eskimo Culture

This book examines dramatic interactions between a 3-year-old Inuit girl and the adults in her world. In these playful yet emotionally charged dramas, Inuit adults enact with children the plots that drive Inuit social life; they test, act out problems, entertain themselves, and create children who think and feel like an Inuit. The child, Chubby Maata, lived with her family in a seminomadic Inuit community on Baffin Island (Northwest Territories, Canada). Chapters analyze dramatic adult-child interactions, sometimes extended, in which Chubby

"So What?" Teaching Children What Matters in Math.
PUB DATE- 99
NOTE- 120p.; Foreword by Susan Ohanian.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Algebra; Elementary Secondary Education; *Mathematics Curriculum; *Mathematics Instruction; *Teaching Methods

This book begins with a historical and social foundation for belief in the arbitrary nature of the traditional mathematics curriculum. Chapters reflect the way the author learned while working with children. Each chapter is a complete idea and it is not necessary to read them sequentially. Each chapter is illustrated by stories of different work with children and followed by a discussion of pedagogy. Children offered their thinking and their stories as an opportunity to understand the relationship between teacher, child, and context. This book is offered as a story of becoming a teacher who follows the lead of children instead of leading children. Chapter titles include: "The Disintegration of Math"; "Mathematics as an Extension of Culture"; "Watch Your Language"; "The Continuous Learning Community"; "Unpolluting Ourselves, Unpolluting Others"; "Don't Hold That Pencil, It Takes Half as Long"; "Talking It Out"; "Of Algorithms, Algebra, and Content"; "When Complexity Catches Up"; and "So What?" (ASK)

ED 434 011 SE 062 823

Kansanen, Pertti, Ed.
Discussions on Some Educational Issues VII. Research Report 175.
PUB DATE- 97
NOTE- 127p.; Articles 1-5 are in English; article 6 is in Finnish.
LANGUAGE- English; Finnish
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Cross Cultural Studies; Elementary Secondary Education; Foreign Countries; Mathematics Education; Problem Solving; *Teaching Methods
IDENTIFIERS- Czech Republic; Finland

This document, described as both a "research report" and the seventh item in a series dealing periodically with various educational issues, contains six articles discussing diverse educational topics. Papers include: (1) "Problem Posing in Mathematics Education" (Andras Ambrus); (2) "Cooperating Teachers and Their Role in Students' Teaching Practice" (Friedrich Buchberger); (3) "Teacher's Purposes and Student's Intentions. Do They Ever Meet?" (Pertti Kansanen); (4) "On Some Psychological Contributions to Theory and Practice of Instructional Design" (Andrei Podolskij); (5) "Some Characteristics of Education in Finland and in the Czech Republic: A Comparative View" (Jan Prucha); and (6) "Den inlarningspsykologiska grunden for didaktik" (Claes-Goran Wenestam). (ASK)

ED 434 012 SE 062 840

Lewis, Jim
A Lesson on Climate Change.
PUB DATE- 99
NOTE- 11p.

Questionnaire is discussed. Specific results gleaned in developing and validating this instrument are reviewed. These results support Polya's theory of emotion during mathematical problem solving. (Contains 27 references.) (Author/ASK)

ED 434 038 SE 062 893

Allen, Bradford D.; Carifio, James
The Development and Validation of a Math Affect Trait Questionnaire for the Investigation of Affect during Mathematical Problem Solving.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Mathematics Education; Measures (Individuals); *Problem Solving; Questionnaires; *Self Esteem

The development and validation of the Math Affect Trait Questionnaire (MATQ) for the investigation of affect during mathematical problem solving is presented. Anxiety, math interest, and self-esteem under problem solving conditions are the main constructs measured by the MATQ. The instrument validation process revealed that problem correctness interacted with the relationship between math interest and self-esteem, and also interacted with the relationship between math interest and locus of control. Results highlight what may be the beginning of a vicious cycle where interested but struggling students loose self-esteem, attribute their difficulties to circumstances beyond their control, and eventually loose interest in math. The Math Affect Trait Questionnaire is a viable instrument which may be used to investigate areas involving math affect traits and their influences on problem solving. (Contains 11 references.) (Author/ASK)

ED 434 039 SE 062 894

Allen, Bradford D.; Carifio, James
A Problem Set for the Investigation of Mathematical Problem Solving.
PUB DATE- 99
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- High Schools; *Mathematics Activities; *Mathematics Instruction; *Problem Solving; *Thinking Skills
IDENTIFIERS- *Polya (George)

Polya claims that true problem solving is accompanied by the cognitive activities of mobilization, organization, isolation and combination, and by the evaluations of relevancy, proximity, and quality. Evaluations occur as a result of monitoring cognitive activities. According to Polya, these particular cognitive activities are a necessary part of true mathematical problem solving. Furthermore, Polya claims emotion arises from these evaluations. The selection of problems which sample a broad range of mathematical areas and which evoke Polya's cognitive activities is discussed. The problem set presented here may be used as a single instrument, or in subsets of three parallel instruments. The problems are

PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship; *Citizenship Education; *Cultural Context; *Democracy; Foreign Countries; Information Dissemination; Nongovernmental Organizations; Organizational Objectives; Position Papers
IDENTIFIERS- *Mexico

The report discusses the activities of the Instituto para la Promocion de la Culture Civica (ICC), a non-partisan, not-for-profit Mexican nongovernmental organization (NGO) that has as its mission: to promote the advancement of a civic culture understood as a system of values, ideas, traits of character, dispositions, inclinations, attitudes, habits, knowledge, and skills that make people think of themselves as members of a political and social community; to exercise and practice its citizens' status and develop their potential to get involved in an active, informed, committed, productive, responsible, and selected way in actions and processes aimed at promoting individual, group, or collective interests; and to build the common good inside the diverse communities to which they belong. The report states that, to achieve those goals, the ICC designs, promotes, implements, and evaluates formal and informal civic education processes; the promotion of democracy is the fundamental principle and foremost motivation of the ICC. The report also discusses the ICC's goals and objectives and its activities, and lists 10 recent publications, as well as 8 recent appearances by organization members on mass media outlets. (BT)

ED 434 060 SO 031 034

Social--Population Growth Rate Learning Module. Development Education Program.
PUB DATE- 99
NOTE- 64p.; For related learning modules, see SO 031 035-036.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Critical Thinking; Demography; *Economic Development; Foreign Countries; Higher Education; *Physical Environment; Secondary Education; Social Indicators; *Social Problems; Social Studies; Student Educational Objectives; *Sustainable Development
IDENTIFIERS- *Development Education

This learning module has two main goals: (1) to increase students' knowledge and understanding of the often complex relationship between sustainable development and the social, economic, and environmental conditions in a country; and (2) to strengthen students' abilities to perform statistical calculations, make and interpret maps, charts, and tables, as well as analyze and synthesize information to make inferences and generalizations and think critically when analyzing information, making decisions, and solving problems. This module focuses specifically on sustainable development and social conditions. The module's teaching units contain a full range of questions, activities, and exercises. The module is divided into the following sections: (1) "Introduction" (Point of View, Goals and Objectives, and Teaching the Learning Modules); (2) "Social" (brief introduction to social issues of

ED 434 079 SP 038 698

Professional Development Schools Manual, 1999-00. A George Mason University Fairfax County and Prince William County Public Schools Partnership.
PUB DATE- 99
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Role; Beginning Teachers; College Admission; *College School Cooperation; Cooperating Teachers; Early Childhood Education; Grading; Higher Education; *Internship Programs; Middle Schools; *Partnerships in Education; Portfolio Assessment; Preservice Teacher Education; Principals; *Professional Development Schools; Student Teacher Supervisors; Student Teachers; Summer Programs; *Teacher Certification; Teacher Role
IDENTIFIERS- Fairfax County Schools VA; George Mason University VA; Prince William County Public Schools VA

This manual provides guidance for school and university Professional Development School (PDS) teams about their responsibilities during the summer and academic year of study and internship for Early Childhood or Middle Education licensure. The chapters include the following: "Mission and Priorities of the Graduate School of Education"; "Introduction"; "Assistance with Problem Solving"; "Admission and Retention Requirements"; "The PDS Model for Early Childhood and Middle Education"; "PDS Course Registration Information"; "Summer Employment as Instructional Assistants"; "PDS Placements and Assignment of Supervisors"; "Interns' Experiences During the School Year"; "State Requirements for Student Teaching/Internships"; "Responsibilities of the PDS Team"; "Documentation"; "Grading Policy"; "Special Assistance for Interns"; "The Professional Development Portfolio"; "Internship Regulations"; "BTAP (Beginning Teacher Assistance Program) Competencies and Performance Indicators"; and "Regulations for Licensure in Virginia." The 17 appendixes, which comprise half of the manual, present background information about PDSs and forms which provide assistance in planning and monitoring interns' experiences. (SM)

ED 434 080 SP 038 747

Supon, Viola
Enhancing Intercultural Competence: Begin with the Family.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Consciousness Raising; *Cultural Awareness; Cultural Differences; Early Childhood Education; *Intercultural Communication; *Multicultural Education; Young Children

To increase intercultural competence, early childhood educators must think globally and act locally, providing their young students with an awareness of different cultures. Teachers can begin and continue the process of teaching intercultural competence by focusing on the family unit. This focus should include four steps: (1) promoting advocacy (examining one's own research, oral and written language, science, mathematics, geography, and the arts. A final chapter lists additional print and nonprint sources. (SM)

ED 434 100 SP 038 788

Curriculum Planning Guidelines for HIV/AIDS Education. Revised.
SPONS. AGENCY- Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.
PUB DATE- 99
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Child Development; Child Health; *Comprehensive School Health Education; *Curriculum Development; Elementary School Students; Elementary Secondary Education; Health Promotion; Instructional Materials; Public Education; Secondary School Students; Sex Education
IDENTIFIERS- Montana

This curriculum planning guide helps districts design an appropriate educational program on HIV/AIDS prevention. The chapters focus on the following topics: "Montana Board of Public Education Position Statement on HIV/AIDS"; "Instructional Guidelines: Key Issues in Program Planning, Major Health Education Content Areas, Summary, and Curriculum Progression Matrix for K-12 Instruction about HIV and AIDS"; "Guidelines for Effective School Health Education to Prevent the Spread of AIDS"; "General Criteria for Evaluating an AIDS Curriculum"; "Matching Approaches to AIDS Education with Childhood Development"; "Educational Materials and Resources on HIV/AIDS"; "Where to Find Information"; "OPI-Supported HIV/AIDS Education"; "Guidelines for Reviewing Human Sexuality Education Materials"; "Guidelines for Non-School Personnel Presenting Health Programs in Montana Schools"; "CDC/DASH Research to Classroom Project"; "Montana Department of Health and Human Services Recommendations for Preventing the Transmission of Human Immunodeficiency Virus in the School Setting"; and "Montana HIV/AIDS Education Program." (SM)

ED 434 101 SP 038 789

Family Planning: Bosnian, Russian, Spanish, Nuer.
PUB DATE- 98
NOTE- 23p.; Translations by Tanya Benic, Shifra Kilov, Lina Mraz, Matt Kueth. Developed in partnership with Allina Health System and Multi-Cultural Educational Services; funded by UCare Minnesota.
LANGUAGE- English; Russian; Serbocroatian; Spanish; Nuer
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Contraception; *Family Planning; *Females; Health Promotion; Instructional Materials; Pregnancy; Russian; Serbocroatian; Spanish; Uncommonly Taught Languages
IDENTIFIERS- Nuer; *Sexually Transmitted Diseases

This guide provides information in English, Bosnian, Russian, references.) (SLD)

ED 434 121 TM 030 082

Thompson, Russel L.
Reliability Generalization: An Important Meta-Analytic Method, Because It Is Incorrect To Say, "The Test Is Unreliable."
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 21-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Meta Analysis; *Reliability; Research Methodology; Scores
IDENTIFIERS- *Generality

Many researchers fail to understand that reliability is a function of scores, not tests. This paper provides an explanation of the distinction as well as a description of the reliability generalization meta-analysis technique. Reliability generalization meta-analysis can provide a way to aggregate test score reliability coefficients from prior studies based on the characteristics of those studies. The resulting information can help researchers anticipate score reliability and identify characteristics for improving score reliability. (Contains 17 references.) (Author/SLD)

ED 434 122 TM 030 083

Greer, Margaret A.; Hudson, Lynne M.; Wiersma, William
The Constructivist Teaching Inventory: A New Instrument for Assessing Constructivist Teaching Practices in the Elementary Grades.
PUB DATE- 99
NOTE- 64p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Constructivism (Learning); Elementary Education; *Elementary School Teachers; Professional Development; Questionnaires; Teaching Methods; Test Items; Test Reliability; Test Validity; Urban Schools
IDENTIFIERS- *Self Report Measures

An instrument to evaluate the effectiveness of constructivist teaching methods, the Constructivist Teaching Inventory (CTI), was developed and assessed, the assessment focusing on the validity and reliability of the instrument. A pool of items measuring the presence of identified elements of constructivist teaching was developed; items were grouped into four subscales representing teaching strategies, verbal interaction in the community of learners, learning activities, and curriculum. The classes of 10 primary school teachers in a large urban school district were studied. Results suggest that the CTI was able to identify the extent of constructivist teaching effectively and that the variability associated with teacher, content, and grade level, supports the validity of the instrument and the construct it measures. The reliability of a self-report form of give a detail of the revised code assignments. (Contains 12 figures and 14 tables.) (SLD)

ED 434 143 TM 030 105

Isaacs, Julia B.; Garet, Michael S.; Sherman, Joel D.; Cullen, Andrew; Phelps, Richard
Collection of Resource and Expenditure Data on the Schools and Staffing Survey. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 162p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Data Collection; Educational Finance; Elementary Secondary Education; *Expenditures; Field Tests; *National Surveys; Personnel Management; Questionnaires; Resource Allocation; *Resources; *Teachers
IDENTIFIERS- *Schools and Staffing Survey (NCES)

This report discusses the possibility of expanding the resource and finance data to be collected as part of the 1999-2000 Schools and Staffing Survey (SASS) of the National Center for Education Statistics (NCES). The proposal under consideration, which is being field tested in the fall of 1998 and winter of 1999, has two major components. The first is to collect more detailed information about staffing resources in the schools included in the SASS sample. This information would improve understanding of how schools allocate personnel resources, which account for more than 85% of expenditures at most school sites. A review of the options suggests that the data needed to conduct Resource Cost Model analyses of U.S. schools can be collected through the SASS without much increase in the burden on respondents. The second component is to gather expenditure data for individual schools in the SASS sample to permit analysis of expenditures at the school level. The analysis shows that it is possible to collect information by NCES function and object categories and to collect school-level data across a diverse array of districts. A drawback is that an instrument of the complexity needed to meet these two purposes is difficult and time consuming for the respondent. The final section of the paper discusses linking the staffing and expenditure data. Appendixes contain information about the development of the surveys and copies of the public school and private school surveys. (Contains 19 exhibits.) (SLD)

ED 434 144 TM 030 106

Mullens, John E.; Gayler, Keith; Goldstein, David; Hildreth, Jeanine; Rubenstein, Michael; Spiggle, Tom; Walking Eagle, Karen; Welsh, Megan
Measuring Classroom Instructional Processes: Using Survey and Case Study Fieldtest Results To Improve Item Construction. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 160p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Case Studies; Elementary Secondary Education;

description of the education scene in the United States. Information is presented on: (1) enrollment at elementary, secondary, and higher education levels; (2) teachers and teacher characteristics; (3) educational outcomes (course-taking patterns, graduates, dropouts, literacy rates, completions, reading and mathematics performance, and college degrees); and (4) educational finance (primary, secondary, and post-secondary levels, federal funding and financial aid). Statistics reveal that in 1998, education was the primary occupation of more than 75 million people. Included in this total were about 67.3 million students and about 4 million teachers and college faculty. (Contains 30 tables and 12 figures.) (SLD)

ED 434 165 TM 030 213

Gerald, Debra E.; Hussar, William J.
Projections of Education Statistics to 2009.
PUB DATE- 99
NOTE- 210p.; For previous projections, to 2007 and 2008, see ED 408 367 and ED 421 545 respectively.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Census Figures; College Graduates; *Educational Trends; Elementary Secondary Education; *Enrollment Projections; Futures (of Society); High School Graduates; Higher Education; Private Schools; Public Schools; School Demography; *School Statistics; Tables (Data)
IDENTIFIERS- National Center for Education Statistics

This report includes statistics on elementary and secondary schools and institutions of higher education at the national level. Included are projections for enrollment, graduates, classroom teachers, and expenditures to the year 2008. In addition, the report includes projections of enrollment in public elementary and secondary schools and high school graduates to the year 2009 at the state level. These projections reflect revisions influenced by the 1990 Census, the 1997 estimates, and the latest assumptions for fertility rate, net immigration, and mortality rate. A methodology section describes models and assumptions used to develop the projections, which are based on a cohort survival model, an age-specific enrollment rate model, exponential smoothing models, and econometric models. Most of the projections include three alternatives, based on different assumptions about growth paths. The first alternative, the middle projection, is considered the most likely. In the forecast summary, key demographic and economic assumptions are presented in chart 1 and selected education statistics are shown in figure 1. Total public and private elementary and secondary enrollment is projected to increase to 54.5 million in 2006 and remain constant through the year 2009. Higher education enrollment, however, is projected to increase by 14%, to 16.3 million, by the year 2009. Four appendixes contain technical information, supplementary tables, remarks on data sources, and a glossary. (Contains 1 chart, 71 figures, 52 tables; 26 methodological tables, and 13 supplementary tables. (SLD)

ED 434 166 TM 030 214

Students Who Took Advanced Placement (AP) Examinations. Indicator of the Month.
PUB DATE- 99
NOTE- 4p.; Extracted from "The Condition of Education, 1999"; see

(ED), Washington, DC.
PUB DATE- 96
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Services; Elementary Secondary Education; Program Descriptions; Program Development; School Community Programs; *Service Learning
IDENTIFIERS- Northwest Regional Educational Laboratory; *United States (Northwest)

Service learning has been defined as the integration of service with academic growth. It is a method through which young people learn and develop through active participation in thoughtfully organized service experiences. Service learning programs are individualized and unique, and to duplicate one program or to expect the same effects from one community to another is nearly impossible. Service learning programs bring many benefits to students. Descriptions of eight service learning programs in the five northwest states of Alaska, Idaho, Montana, Oregon, and Washington show some of the possibilities available for service learning. All share the goal of connecting students with the community around them. Included with the description of each program is contact information and tips for those looking to implement service projects in their schools. The booklet also contains a list of steps in establishing a service learning program. An appendix contains safety guidelines for planning service learning projects. Regional and state contacts are also listed. (Contains 20 references.) (SLD)

ED 434 187 UD 033 118

Thrupp, Martin
The Reform of Low Socioeconomic Schools: Are School Improvement Researchers Being Realistic?
PUB DATE- 99
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Improvement; Educational Policy; Educational Research; Elementary Secondary Education; Literature Reviews; *Researchers; Social Class; *Socioeconomic Status; Sociology

This paper is concerned with the question of whether or not school improvement researchers are being realistic about social class- related constraints on the reform of low socioeconomic schools. It reviews findings from recent studies in the sociology of education and education policy that are highlighting the impact of social class on school and market processes. It also considers the school improvement literature's approach to the social class context of schooling, making the point that while school improvement writers have rarely given enough attention to social class or market contexts, some writers have been taking more account of these than others. Some recent school improvement writing signals growing concern with contexts but more research in this area is

East Central College in Missouri. The document is produced by the Board of Trustees of the Junior College District of East Central Missouri and outlines policies concerning the entire college community, including board members, administrators, faculty, staff, and students. It serves as a legal document for the college. The manual is in outline format and is divided into five major sections: (1) Organization of the College Policies and Procedures (Board makeup and authority, duties of officers, college governing organization, meeting procedures, and administrative responsibilities); (2) Instruction and Curriculum Policies and Procedures (academic programs, records, faculty guidelines, and faculty associations); (3) Student Services Policies and Procedures (accreditation, admissions, academic requirements, financial aid, student life, and rights and responsibilities); (4) Finance and Administration Policies and Procedures (accounting, finance, budget, expenses, facilities usage and maintenance); and (5) Personnel Policies and Procedures (staffing plans, employment issues, position descriptions and classifications, compensation, employee benefits, attendance and time off, and work environment.) (RDG)

ED 433 882 JC 990 596

Shaping the Future. Volume II: Perspectives on Undergraduate Education in Science, Mathematics, Engineering, and Technology.
PUB DATE- 98
NOTE- 381p.; For the first report, see ED 404 158.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; *Engineering Education; Followup Studies; Higher Education; *Mathematics Education; Professional Associations; Program Implementation; *Science Education; *Technology Education; *Undergraduate Study
IDENTIFIERS- National Science Foundation

This is a companion study to "Shaping the Future: New Expectations for Undergraduate Education in Science, Math, Engineering, and Technology (SMET)" (NSF 96-139). Both the original report and Volume 2 focus on a collaborative approach to developing and implementing strategies to improve undergraduate SMET education. The reports, compiled by the Advisory Committee to the National Science Foundation (NSF) Directorate for Education and Human Resources, are designed to apply to both two-year and four-year institutions. Volume responds to the discussion and activity generated by the original report by providing a resource that more completely explores SMET undergraduate education issues. The editors of the report allowed the authors to express their views and present data with minimal editorial revision or comment. The report contains seven sections: (1) Activities in the Reform of Undergraduate Education Since Volume 1 of "Shaping the Future"; (2) Program History of Undergraduate Activities at NSF Since the Neal Report (NS8-86-100); (3) Written Remarks Contributed as Part of the EHR Advisory Committee Public Hearings on Undergraduate SME&T Education (including community college administrators); (4) Findings from the Focus Groups Conducted During the Review of Undergraduate Education; (5) Background Data and Information Influencing the Conclusions and Recommendations of "Shaping the Future" by Staff of the Division of Undergraduate Education; (6) Contributors to the EHR Advisory Committee; and (7) the Bibliography (18 pages). (RDG)

Institutions that used rank designations did not show significantly higher salaries than those that did not, which was also true for unionized institutions--those that were unionized were not significantly higher in salaries than those that were not. Salary levels tended to be more closely related to faculty experience, skill level, and geographic location. Even with significantly greater teaching, student contact, and committee demands than those at a four-year university, community college faculty tend to remain where they are. Research indicates that as long as faculty members are treated with respect, granted contracts and rewards based on performance and experience, included in decision-making, and paid within range of other community colleges, they will stay because they enjoy the student contact and the more "family-like" environment of a community college. (CB)

ED 433 901 JC 990 616

Robinson, Shawn
Are AA Majors Right for the Community College?
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Associate Degrees; *Career Counseling; Community Colleges; Counseling; Counselor Performance; Counselor Training; *Degrees (Academic); Guidance; Higher Education; *Majors (Students); Program Implementation; Student Educational Objectives; Two Year Colleges
IDENTIFIERS- Florida Community College System; Valencia Community College FL

The associate of arts (AA) major was implemented at Valencia Community College (VCC) in Florida as one of the goals set by an ACE-Kellogg roundtable for 1997. This degree was proposed with the intent of assisting students in making better decisions about choosing careers, majors, and courses. The AA major is equivalent to the current AA degree offered throughout Florida; the difference is that students choosing the AA major will have to decide on a baccalaureate major, which in turn guides the elective courses to be taken. The AA major will continue to provide the basic college-transfer requirements, with the electives being driven by the student's chosen major. These majors can be changed at the four-year university, or a student can choose a non-major, general studies AA. While some students who have a clear career direction can use the software program CyberAdviser to see several scenarios for classes they need to transfer into a degree program at a four-year university, some students will need more extensive advising and assistance. The advising program will need to be enhanced to include training for advisers and the establishment of workshops for students who wish to explore career options. (CB)

ED 433 902 JC 990 617

Waukesha County Technical College Budget Document, Fiscal Year 1999-2000.
PUB DATE- 98
NOTE- 188p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

Indicators are grouped into six categories: (1) Demographics (including population, number of registered voters, income level, people living below poverty level); (2) Family Well-Being (including average number of children receiving public assistance, number of residents served by WIC, average number of children receiving food stamps, number of substantiated child abuse, family problem cases, and out-of-home placements); (3) Child Health (including number of births, percent low birth weight, percent receiving no prenatal care, percent unmarried mothers, number of births to women under 15, number of births to women 15-19, infant mortality rate per 1,000, number of child and teen deaths, number of children under 18 with AIDS and HIV, vaccination of 2-year-olds, and number of sexually transmitted diseases for children under 19; (4) Environmental Health (including lead poisoning cases, number of reported toxic and diseased waste sites, lead levels in drinking water, vacant lots converted into active community or school gardens); (5) Education (including number of students enrolled in public schools, student ethnicity, number of students receiving reduced or free breakfast/lunch, number of homeless students, attendance rate, student suspensions, criminal/violent incidents, number of students in after-school youth development programs, number of gifted and talented students, standardized test scores, dropout rate, post-graduation plans); and (6) Juvenile Justice (number of juvenile arrests for 1994 through 1998, including serious offenses). (EV)

ED 433 920 PS 027 876

White, Lisa P.; Lapp, Joan
Media Now: Current Research on Children and the Media, 1997-1998.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 98
NOTE- 25p.; Also supported by the Gap Foundation and the Morrison & Foerster Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Advertising; Characterization; *Child Advocacy; Child Welfare; Childrens Television; Females; Mass Media; *Mass Media Effects; Mass Media Role; *Media Research; Role Models; Television; Violence

This document consists of the four issues of the "Media Now" newsletter published during 1997-1998. Functioning as a link between academia and the creative community, the "Media Now" newsletter from Children Now is dedicated to keeping advertisers, advertising professionals, television writers, and producers and network executives abreast of current research on the media as it pertains to children. Each issue covers a main topic, concisely summarizing research findings and statistics on that topic and offering a "Solutions" column to help members of the media create alternative products more in line with the summarized information on beneficial and harmful effects on children. The Spring 1997 issue offers "A Report on Children's Television." The Fall 1997 issue presents "Advertising Images of Girls and Women." Spring 1998's issue features "Advertising and Children's Health" (discussing food ads, ads and body image, tobacco ads, alcohol ads, the view from the industry, smoking on the silver screen, and advertisers making a change). The Winter 1998 issue addresses "Children and Television Violence." (EV)

ED 433 921 PS 027 877

than to lack of interest. Program developers decided that in order to genuinely reflect the rights, interests, and needs of the children and adults, an open, flexible, and visionary attitude toward development and learning had to be adopted. It was necessary to think deeply about genuine accessibility and to question some elements of traditional training structures. Further research focused more specifically on the significance of the process of adults continuing to develop and learn, and analysis emphasized the importance and complexity of the concept of personal and professional well-being in development and learning. Nurturance of confidence, trust, and expectation provided the focus for initial supportive intervention. Program developers learned that throughout the implementation of such programs, the development and learning process must be stimulated through a sensitive context in which the needs, capabilities, and aspirations of individuals are shared and valued. (EV)

ED 433 939 PS 027 921

Mulhearn, Gerry
Youngest Learners First: One System's Experience in Planning a Curriculum Continuum for Learners from Birth to Eighteen Years.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual European Early Childhood Education Research Association (EECERA) Conference (9th, Helsinki, Finland, September 1-4, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Design; *Curriculum Development; Foreign Countries; Integrated Curriculum; *National Curriculum; *Preschool Curriculum; Preschool Education; Program Descriptions
IDENTIFIERS- *Australia (South Australia)

This paper documents the background of a curriculum framework, the Foundation Areas of Learning, for children from birth to age 3 in South Australia. The paper examines some of the dilemmas in creating such a framework and some of the rewards as the system coped with the challenge of including its youngest learners in a clearly articulated curriculum framework for learners aged birth to 18 while striving to maintain the integrity of quality programs for this age group. Foundation Areas of Learning was designed to: (1) assist child care professionals in observing children and using the information in planning, implementing, and evaluating programs; (2) identify and articulate a range of developmental outcomes for children aged birth to 3 in center-based care; (3) define best practice and the competencies required by child care professionals to achieve the desired outcomes for young children; (4) encourage child care professionals to reflect on their beliefs and practices; (5) provide a framework for working in partnership with families and other caregivers and for providing them with detailed and specific feedback on each child's individual development; (6) provide caregivers with a tool for self-assessment; (7) support caregivers in the clear articulation of the importance of the first 3 years of life; and (8) promote the South Australia Department of Education Training and Employment's policies of social justice and reflect current understanding of cultural diversity, gender, access and equity, and the needs of Aboriginal children and children with additional needs. After discussing the context of early childhood education in South Australia and the

Educational Resources; Elementary Secondary Education; Family Financial Resources; Family Influence; *Females; Foreign Countries; Marriage; Relationship
IDENTIFIERS- Asia (South); Ethnic Differences; *Fertility; South Africa

The assumption of a causal relationship between more schooling and lower fertility for women has led many governments to support women's education. However, understanding the nature and strength of the relationship between education and fertility remains a central challenge for scholars seeking to explain demographic and social change and for policymakers who must allocate scarce public resources. This book brings together analyses from several research perspectives to re-examine the relationship between education and fertility and to rethink conventional lines of logic in the education-fertility paradigm. The papers are: (1) "Introduction" (Caroline Bledsoe, Jennifer Johnson-Kuhn, and John Haaga); (2) "Female Education and Fertility: Examining the Links" (Ian Diamond, Margaret Newby, and Sarah Varle); (3) "What is Meant, and Measured, by 'Education'?" (Anthony Carter); (4) "Implications of Formal Schooling for Girls' Transitions to Adulthood in Developing Countries" (Cynthia Lloyd and Barbara Mensch); (5) "School Quality, Student Achievement, and Fertility in Developing Countries" (Paul Glewwe); (6) "Fertility, Education, and Resources in South Africa" (Duncan Thomas); (7) "Which Girls Stay in School? The Influence of Family Economy, Social Demands, and Ethnicity in South Africa" (Bruce Fuller and Xiaoyan Liang); (8) "Excess Fertility, Unintended Births, and Children's Schooling" (Mark Montgomery and Cynthia Lloyd); (9) "Women's Education, Marriage, and Fertility in South Asia: Do Men Really Not Matter?" (Alaka Basu); and (10) "Fertility and Education: What Do We Now Know?" (Parfait Eloundou-Enyegue). Each paper contains references. (KB)

ED 433 957 PS 027 963

Cronin, Mary
Program Assessment and Development of the Central Regina Early Learning Centre: Final Report. SIDRU Research Report No. 17.
PUB DATE- 99
NOTE- 163p.; Prepared for the Saskatchewan Instructional Development and Research Unit (SIDRU) and the Muttart Foundation. Second printing of 1985 edition.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- At Risk Persons; Compensatory Education; *Culturally Relevant Education; *Disadvantaged; *Early Intervention; Economically Disadvantaged; Family School Relationship; Foreign Countries; Parent Education; Parent Participation; Parent School Relationship; Preschool Children; Preschool Education; Program Descriptions; Program Development; Program Evaluation; School Community Relationship
IDENTIFIERS- Saskatchewan (Regina)

The Central Regina Early Learning Centre is a community-based, early intervention program that aims to break the cycle of disadvantage for 3- and 4-year-olds in Regina, Canada. This report documents an evaluation of the program offered by the Centre from 1992 to 1994 and makes proposals for future program development. Chapter 1 of the report presents the program's historical background and philosophical underpinnings. Chapter 2 reviews relevant research and presents 10 criteria for preschool excellence. Chapter 3 describes the evaluation methodology, which is primarily participant observation.

more books concerned with teaching strategies. (CDS)

ED 433 974 RC 021 679

Flora, Cornelia Butler
Innovations in Community Development.
PUB DATE- 97
NOTE- 9p.; Two-part article appeared in two consecutive newsletter issues. NCRCRD is one of four regional centers coordinating rural development research and education throughout the United States.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080)
DESCRIPTORS- *Citizen Participation; Community Action; *Community Cooperation; *Community Development; *Economic Development; Leadership Training; Long Range Planning; Models; Participative Decision Making; *Rural Areas; Rural Development
IDENTIFIERS- Capacity Building; *Community Empowerment; *Paradigm Shifts

Decentralization and budget reduction in the public sector, and globalization and downsizing in the private sector have placed more responsibility on localities to address challenges to the health of their economies, ecosystems, and people. Community development theory and practice are also changing, evidenced by changes in vocabulary. Community development, with its connotations of outside experts focusing on economic development, is giving way to community building, which focuses on continual improvement and grassroots efforts. Needs assessment, which focuses on what is wrong with a community, is being replaced by asset mapping, which identifies opportunities by focusing on a community's assets. Approaches that consider community residents as clients needing outside institutional help are shifting to considering them as citizens who form partnerships based on what they have to offer. Leadership building has changed from plucking individuals from their community for special attention to building the capacity of the community as a whole to identify and work toward its collective vision. Strategic visioning, which emphasizes continual examination and adaptation of ways to achieve a community vision, leads to a higher level of community success than the static model of strategic planning. Communities are moving away from development strategies based on getting outside resources to interdependent strategies based on working with a variety of entities to reach mutual goals. Industrial recruitment strategies are giving way to self-development strategies based on business retention and expansion. Feedback mechanisms are changing from outside evaluation to internal monitoring. (Contains 10 online resources and 9 references.) (TD)

ED 433 975 RC 022 046

Idaho Small Business and Community Development Resource Directory, 1999-2000.
SPONS. AGENCY- Small Business Administration, Washington, DC.
PUB DATE- 99
NOTE- 68p.; Funding support also provided by Idaho Department of Commerce.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- College Programs; *Community Development; *Economic Development; Higher Education; Information Sources;

Maata had to face one or several emotionally powerful issues and find ways to deal with them. The chapters are ordered in a logical chronology of development, each issue laying the conceptual groundwork for others, and focus on "babyness" (celebrating it while gradually dislodging the child from her baby stance); issues of belonging, possession, and attachment; whom one likes and how the liking should be expressed; the dilemma of interpersonal fear and attraction, and how one manages such ambivalence; and practicing persuasion. The conclusion discusses the processes through which culture may be organized and created in the minds of its participants. Appendices present additional dramatic episodes, a chronology, and an Inuktitut glossary. (Contains 87 references and extensive notes.) (SV)

ED 433 993 RC 022 099

Barron, Hal S.
Mixed Harvest: The Second Great Transformation in the Rural North, 1870-1930. Studies in Rural Culture.
PUB DATE- 97
NOTE- 320p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Agriculture; Community Control; Cooperatives; *Educational Change; Educational History; Elementary Secondary Education; Farmers; Marketing; *Politics; Politics of Education; *Resistance to Change; Road Construction; *Rural Areas; Rural Schools; *Social Change; Social History
IDENTIFIERS- *United States (North)

Between 1870 and 1930, a "second great transformation" in the Northeast and Midwest was characterized by centralization of the economy, expansion of state power and professional expertise, and a rising urban consumer culture. Communities in the rural North faced a number of challenges: diminishing local control over schools and roads, the effects of large corporations on family farmers and local businesses, and the threat of consumer capitalism to rural life and beliefs. This book examines the complexities of the rural experience from 1870 to 1930, an experience that encompassed both change and continuity and both accommodation and resistance. Chapters discuss: (1) rural road reform and the politics of localism; (2) localism and rural opposition to educational reform; (3) the ironies of dairy organization in the New York milkshed; (4) the social and ideological bases of farmers' grain elevators; (5) mail-order buying in the rural North; and (6) the rural North and consumer culture in the 1920s. The chapter on educational reform describes country schools as contested terrain during this period, serving as flash points for a wide range of concerns such as the changing nature of rural communities and the conflict between two competing visions of society. Rural opposition to school consolidation became a measure of the countryside's distance from the second great transformation of American society. (Contains references in extensive notes, illustrations, and an index.) (SV)

ED 433 994 RC 022 105

Stories in the Land: A Place-Based Environmental Education Anthology. Nature Literacy Series Number 2.
SPONS. AGENCY- Geraldine R. Dodge Foundation, Morristown, NJ.
PUB DATE- 98
NOTE- 131p.; Introductory essay by John Elder.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Air Pollution; *Climate; Conservation Education; *Cooperative Learning; Critical Thinking; Earth Science; *Global Warming; *Greenhouse Effect; Meteorology; Science Activities; Secondary Education

This cooperative learning activity, for grades 7-12, promotes critical thinking skills within the context of learning about the causes and effects of climate change. Objectives include: (1) understanding factors that reduce greenhouse gases; (2) understanding the role of trees in reducing greenhouse gases; (3) identifying foods that produce greenhouse gases; (4) realizing the importance of personal responsibility to recycle; and (5) understanding the importance of being a responsible consumer. (CCM)

ED 434 013 SE 062 841

Lewis, Jim
People, Growth, and Endangered Ecosystems: Exercises in Biodiversity--Grades 6-10.
PUB DATE- 99
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; Conservation Education; *Ecology; *Environmental Education; High Schools; Middle Schools; *Science Activities

This document features an interdisciplinary activity that combines the study of biological science with music, art, language arts and social studies. These activities are aimed at students in middle school through the first two years of high school. All activities can be conducted in the classroom or outdoors around and/or nearby the school. Sections include "Teacher Guide and Background Reading" and "Biodiversity Activities for Students." (CCM)

ED 434 014 SE 062 842

Worms, Worms, and Even More Worms: A Vermicomposting Guide for Teachers.
PUB DATE- 99
NOTE- 126p.; Some pages contain light print.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; Class Activities; Elementary Secondary Education; Environmental Education; *Recycling; Science Instruction
IDENTIFIERS- *Earthworms

This guide is designed to help teachers gain a better understanding of how to get a worm vermicomposting system started. It provides reference curricula materials for using worms in the classroom. Chapters include: (1) "Why Worm Vermicomposting;" (2) "Basics of Vermicomposting;" (3) "Worm Facts;" (4) "Classroom Activities;" (5) "Lab Activities;" and (6) "Case Studies on Vermicomposting." Appendices contain a list of educational materials, worm bin plans, names of worm suppliers, and names of worm bin suppliers. (CCM) appropriate for students in grades 10 through 14. The problem set is designed for the investigation of mathematical problem solving. (Author/ASK)

ED 434 040 SO 029 201

Sprinzak, Dalia; Segev, Yedidia; Bar, Ehud; Levi-Mazloum, Daniel
Facts and Figures about Education in Israel.
PUB DATE- 96
NOTE- 138p.; "Eleventh Publication in this series (5 of them are in English)." English translation by Sagir International Translations Ltd.; English editors: Yedidia Segev and David Baker.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Development; Educational Legislation; *Educational Policy; Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; Informal Education; International Educational Exchange; Profiles; Social Science Research
IDENTIFIERS- *Israel

This publication presents facts and figures describing various aspects of the Israeli education system in recent years. It highlights those reforms and innovative programs that have begun to be implemented, noting that the success of these programs will be assessed in the years to come. The present publication includes information about additional important fields of activity, such as legislation in the field of education, informal education, higher education, and educational research in Israel. It also offers an update and expansion of existing educational subjects, such as reforms and new programs, organization of studies and schedule of hours, attendance and drop-out rates, and public expenditure on education. Textual and factual descriptions have been combined with tables and graphs in the publication. Following an introduction, the publication is divided into the following eight sections: (1) "Educational Policy and Programs"; (2) "Structure of the Educational System; Administrative Structure of the Ministry of Education, Culture and Sport"; (3) "Education Expenditure"; (4) "The Educational Process"; (5) "Higher Education"; (6) "Informal Education"; (7) "Education Research and International Exchange"; and (8) "The Development of Education--Facts and Figures." (BT)

ED 434 041 SO 029 228

Riley, Karen L.; Stern, Barbara Slater
Understanding Cultural Influence: Using Authentic Assessment and Qualitative Methodology To Bridge Theory into Practice.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual AATC (American Association for Teaching and Curriculum) Conference (4th, Indianapolis, IN, Octiber 16-18, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Influences; *Educational Practices; *Educational Theories; Foundations of Education; Higher Education; *Preservice Teacher Education; *Qualitative Research
IDENTIFIERS- Authentic Assessment

sustainable development); (3) "Population Growth Rate Text"; (4) "Map--Average Annual Population Growth Rate (%), 1980-1"; (5) "Chart 1 - Total World Population by Country Income Group 1980, 1995, 2010"; (6) "Chart 2 - Population Growth Rate by Country Income Group, 1980-2010"; (7) "Charts 3.1 & 3.2 - Composition of Population in Low- and High-Income Economies, 1995"; (8) "Social Data Tables"; (9) "Population Growth Rate Photo Gallery"; (10) "Case Study 1 - A Day in the Life of a Traveling Healthcare Worker"; (11) "Population Growth Rate Research and Explore"; and (12) "Glossary." (BT)

ED 434 061 SO 031 035

Economic--GNP per Capita Learning Module. Development Education Program.
PUB DATE- 99
NOTE- 60p.; For related learning modules, see SO 031 034-036.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Critical Thinking; Demography; *Economic Development; Economics; Foreign Countries; Higher Education; *Physical Environment; Secondary Education; *Social Problems; Social Studies; Student Educational Objectives; *Sustainable Development
IDENTIFIERS- *Development Education; *Gross National Product

This learning module has two main goals: (1) to increase students' knowledge and understanding of the often complex relationship between sustainable development and the social, economic, and environmental conditions in a country; and (2) to strengthen students' ability to perform statistical calculations, make and interpret maps, charts, and tables, as well as analyze and synthesize information to make inferences and generalizations and to think critically when analyzing information, making decisions, and solving problems. This learning module focuses specifically on sustainable development and economic conditions. Teaching units in the module contain a full range of questions, activities, and exercises. The module is divided into the following sections: (1) "Introduction" (Point of View; Goals and Objectives, and Teaching the Learning Modules)"; (2) "Economic"; (3) "GNP per Capita Text"; (4) "GNP per Capita Map, 1995"; (5) "Chart 1 - GNP, Population and GNP per Capita 1995"; (6) "Chart 2 - Growth of GNP, Population, and GNP per Capita, 1980-1995"; (7) "Chart 3 - Income Distribution in Three Countries for Percentage of Households"; (8) "Economic Data Tables"; (9) "GNP Photo Gallery"; (10) "Case Study 1: Microenterprise Making It Possible India"; (11) "GNP per Capita Research & Explore"; and (12) "Glossary." (BT)

ED 434 062 SO 031 036

Environmental--Access to Safe Water Learning Module. Development Education Program.
PUB DATE- 99
NOTE- 60p.; Fore related learning modules, see SO 031 034-035.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Critical Thinking; Demography; Ecology; Economic Development; *Environmental Education; Foreign Countries; Higher Education; Secondary Education; Social Problems; Social Studies; Student Educational Objectives; *Sustainable

biases, recognizing different family structures, and undoing biases); (2) maintaining steadfastness (examining and focusing on the various aspects of family diversity on an ongoing basis); (3) utilizing visuals (such as pictures from publications, family photographs, videos, and real objects); and (4) tapping varied resources (including local libraries, bookstores, the Internet, and computer software). (Contains 11 references.)

ED 434 081 SP 038 764

Thompson, Loraine
Education Graduates' Post-Degree Learning Needs Study. SIDRU Research Report No. 18, May 1997.
SPONS. AGENCY- Saskatchewan Univ., Saskatoon. Coll. of Education.; Saskatchewan Teachers' Federation, Saskatoon.; Saskatchewan Univ., Saskatoon. Extension Div.; Regina Univ. (Saskatchewan). Univ. Extension.; Regina Univ. (Saskatchewan). Faculty of Education.
PUB DATE- 97
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Continuing Education; *Distance Education; Education Majors; Elementary Secondary Education; Employers; *Faculty Development; Foreign Countries; Graduate Study; Higher Education; Inservice Teacher Education; Mentors; Peer Teaching; Teacher Attitudes; *Teacher Improvement
IDENTIFIERS- University of Regina SK; University of Saskatchewan (Canada)

The Education Graduates' Post-Degree Learning Needs Study, conducted in fall 1996 and winter 1997, examined the post-degree learning needs of faculty/college of education graduates. Research activities included a literature review, a written survey of education graduates, research in two university graduate classes, telephone interviews with education graduates, review of calendars from educational institutions, and interviews with individuals knowledgeable about distance education in Saskatchewan. Thirteen major findings include: (1) education graduates participate in learning activities for many reasons, with becoming more skilled at one's job, and personal growth and satisfaction topping the list; (2) education graduates participate in informal learning activities more frequently than they do in formal structured classes; (3) many individuals participate in learning activities for more than one reason (career and personal motivations are often interwoven); (4) for some individuals, learning is a major theme permeating all life choices; (5) lack of time is a major obstacle to participation in formal structured learning activities for most education graduates; and (6) time off with pay would be the most significant incentive that employers could offer to encourage post-degree learning. Four appendixes contain the survey; a coupon that appeared in the Saskatchewan Teachers' Federation Bulletin; data collection in graduate research classes at the universities; and the telephone interview script. (Contains approximately 105 references.) (SM)

ED 434 082 SP 038 765

Quality Teachers for the 21st Century.
PUB DATE- 99

Spanish, and Nuer on family planning. Topics covered include a variety of birth control methods: abstinence, condoms, contraceptive foam, birth control pills, the Depo-Provera shot, the Norplant implant, diaphragms, intrauterine devices, natural family planning, sterilization, and the morning after pill. The guide also discusses avoidance of sexually transmitted diseases and recommends yearly Pap smear tests and physical examinations for women over age 18 years or sexually active women. It stresses the importance of consulting a health care provider when deciding to become pregnant or when pregnant. The guide includes descriptive photographs. (SM)

ED 434 102 SP 038 790

Stigler, James W.; Hiebert, James
The Teaching Gap: Best Ideas from the World's Teachers for Improving Education in the Classroom.
PUB DATE- 99
NOTE- 210p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Improvement; *Educational Quality; Foreign Countries; Grade 8; Junior High Schools; *Mathematics Education; Secondary School Mathematics; *Teacher Improvement; *Teacher Role; Teachers; Teaching Skills; *Videotape Recordings
IDENTIFIERS- Germany; Japan; United States

This book is an action plan for improving education in the U.S, focusing on the key role of teachers in this improvement. It offers a detailed comparison of the educational methods of Germany, Japan, and the United States. The analysis begins with an international study of mathematics teaching in the three countries that was conducted as part of the Third International Mathematics and Science Study--the first study to use video technology to observe a large sampling of classrooms for cross-cultural analysis. The videotape investigation revealed striking differences between the countries in teaching methods. This book includes 10 chapters: (1) "The Teaching Gap"; (2) "Methods for Studying Teaching in Germany, Japan, and the United States"; (3) "Images of Teaching"; (4) "Refining the Images"; (5)"Teaching is a System"; (6) "Teaching is a Cultural Activity"; (7) "Beyond Reform: Japan's Approach to the Improvement of Classroom Teaching"; (8) "Setting the Stage for Continuous Improvement"; (9) "The Steady Work of Improving Teaching"; and (10) "The True Profession of Teaching." Most of the classroom examples presented in the book are from eighth-grade mathematics classrooms, since the video study focused on eighth-grade mathematics. (SM)

ED 434 103 SP 038 791

Kirby, Douglas
School-Based Programs To Reduce Sexual Risk-Taking Behaviors: Sexuality and HIV/AIDS Education, Health Clinics, and Condom Availability Programs.
PUB DATE- 94
NOTE- 36p.; Paper presented at the Sexuality and American Social Policy Seminars (Washington, DC, January 24, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..."

the instrument was also investigated with the same teachers, and data suggest that the self-report form may be appropriate for use in professional development activities. Appendixes contain the observer form for the CTI and the self-report measure. (Contains 3 tables and 20 references.) (SLD)

ED 434 123 TM 030 084

Lake, Robin J.; Hill, Paul T.; O'Toole, Lauren; Celio, Mary Beth
Making Standards Work: A Case Study of Washington State.
PUB DATE- 99
NOTE- 25p.; The results of the study on which this report is based were originally published as "Making Standards Work: Active Voices, Focused Learning" (ED 430 268).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Standards; Achievement Gains; Educational Change; *Educational Improvement; Institutional Characteristics; Intermediate Grades; *School Effectiveness; State Programs
IDENTIFIERS- Reform Efforts; *Washington Assessment of Student Learning

This report examines the implementation of standards-based reform in Washington and whether the reform strategy has worked. The report is based on a survey of two statewide samples of elementary schools at which students had taken the Washington Assessment of Student Learning (WASL) fourth-grade test in 1997 and 1998. The first was a sample of 30 schools at which scores had improved significantly (a rate of 50% or better). The second was a group of 10 schools that served a similar population but which had experienced little, if any, improvement. The researchers interviewed each principal and collected written materials about the school's improvement strategy. Among the key conclusions is that effective changes in teaching methods and materials should be focused and schoolwide, not random and fragmented. Schools that were improving operated as teams, not loose associations. They were marked by professional development and were active in seeking help. Improving schools used their limited resources strategically and called on parents to help. Performance pressure was found to be helpful when it fosters determination and not fear. The study shows that schools can boost student achievement with concerted effort. Specific recommendations are made for policymakers, educators, parents, and community and business leaders. (SLD)

ED 434 124 TM 030 085

Kanstoroom, Marci, Ed.; Finn, Chester E., Jr., Ed.
Better Teachers, Better Schools.
PUB DATE- 99
NOTE- 263p.; "With a Preface by Eugene W. Hickok, Secretary of Education for Pennsylvania and Chairman of the Education Leaders Council."
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Academic Achievement; Accountability; *Alternative Teacher Certification; *Educational Improvement; Elementary Secondary Education; Higher Education; Teacher Education; *Teacher Effectiveness; Teacher Qualifications; Teacher Selection

The selections in this collection present common sense approaches

*Field Tests; *Instruction; Mathematics; Measurement Techniques; Research Utilization; *Surveys; Teachers; Test Construction; *Test Items
IDENTIFIERS- National Center for Education Statistics

This report describes the results from an exploratory project conducted for the National Center for Education Statistics. The purpose of the project was to develop and field test questionnaire items and related methods designed to capture information about the instructional processes used nationally in 8th- to 12th-grade mathematics classrooms. Data from classroom observers, short logs of daily classroom practice, and a teacher questionnaire were used to assess the quality of the items. A survey questionnaire, field tested with 100 teachers, was completed by approximately 300 mathematics teachers, and a case study was conducted with 41 teachers in similar settings with comparable responsibilities. Results of these studies were used to make 10 recommendations to improve the field test validation process and the survey items. Thirteen appendixes contain supplemental information about the study and the test items. Appendix M contains a summary, in chart form, of recommended changes to the field test items. (Contains 21 references.) (SLD)

ED 434 145 TM 030 107

Rouk, Ullik; Weiner, Lisa; Riley, Derek
What Users Say about Schools and Staffing Survey Publications. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Information Dissemination; *National Surveys; *Publications; Use Studies; *User Needs (Information)
IDENTIFIERS- *Schools and Staffing Survey (NCES)

To prepare for dissemination of data from the next administration of the Schools and Staffing Survey (SASS), scheduled to occur in school year 1999-2000, the National Center for Education Statistics (NCES) sponsored a review and survey of the appropriateness, usability, and accessibility of SASS publications for key customers. The first phase of the study profiled different types of publications prepared by the SASS program. The second project phase explored key customer perceptions about the usefulness and accessibility of SASS publications, and the third phase built on information from the first two phases to develop an understanding of how customers use two primary SASS publications, "Schools and Staffing in the United States: A Statistical Profile 1993-94" and "SASS by State 1993-94." Since 1994, the NCES has produced 133 documents related to the SASS. Responses were collected from 30 representatives of state education agencies and 19 individuals associated with education associations, universities, and educational research organizations. Respondents' comments indicated that the content of SASS publications is generally appropriate to their needs. They did make some suggestions for improving the usefulness of the publications. Concerns were expressed about the timeliness and periodicity of SASS data publications. An appendix contains printing and distribution information about 20 recent SASS publications. (SLD)

U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398; Tel: 877-4ED-PUBS (Toll Free); see ED 430 324. 430 324.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advanced Placement; College Bound Students; College Entrance Examinations; *High School Seniors; High Schools; *Participation; Sex Differences
IDENTIFIERS- *Advanced Placement Examinations (CEEB)

The number of students per 1,000 12th graders who participated in Advanced Placement (AP) examinations shows the level of importance that students, schools, and colleges place on the AP program and how that importance has changed over time. Between 1984 and 1997, the number of students who took AP examinations increased dramatically, from 50 to 131 students per 1,000 12th graders. By 1997, more females than males (145 per 1,000 compared with 117 per 1,000) took the AP examinations. Whites were more likely than Blacks or Hispanics to take AP examinations except in the area of foreign languages. Two tables and two figures provide information about the students who took AP examinations and the examinations they chose. The highest participation was for social studies examinations. (SLD)

ED 434 167 UD 033 096

Kobayashi, Futoshi
Model Minority Stereotype Reconsidered.
PUB DATE- 99
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *Asian Americans; Cultural Differences; Delinquency; Educational Attainment; Elementary Secondary Education; *Ethnic Groups; Health; Higher Education; Immigrants; Income; Low Income Groups; Minority Groups; *Stereotypes
IDENTIFIERS- *Model Minority Groups

This paper explores the origin and historical background of the "model minority" stereotype. It includes evidence illustrating problems resulting from the artificial grouping of Asian Americans as one ethnic group and the stereotype's influence on young Asian Americans. In the 1960s, the U.S. media began to portray the model minority through academic and economic success stories of Japanese and Chinese students. These reports were generalized to all Asians because the majority group did not pay attention to the differences among Asians. Evidence is presented to rebut the four main themes of the model minority hypothesis: (1) Asian Americans exhibit lower incidents of criminal activity and almost no juvenile delinquency; (2) Asian Americans are physically and mentally healthier than other Americans; (3) Asian Americans earn higher incomes than other Americans; and (4) Asian American students are higher scholastic achievers than other American students. Evidence exists to counter each of these assumptions. Because of the prevalence of the model minority stereotype, however, many young Asian Americans try to live up to these stereotypes. It is difficult to refute stereotypes that do not contain negative implications on the surface. In addition, the model minority stereotype could have been applied accurately to some early groups of immigrants, who were well-educated and from upper-required. (Contains 110 references.) (Author/SLD)

ED 434 188 UD 033 119

Schwartz, Wendy
Family Diversity in Urban Schools. ERIC/CUE Digest, Number 148.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Diversity (Student); Elementary Secondary Education; Ethnicity; *Family Characteristics; Foster Children; Homosexuality; Parent Participation; Racial Differences; Social Support Groups; *Teaching Methods; *Urban Schools
IDENTIFIERS- ERIC Digests; *Nontraditional Family

This digest identifies several common types of nontraditional families and presents a few of their characteristics relevant to their children's education. It also offers some recommendations to help schools provide support for the families to ensure their inclusion in all aspects of schooling. Multiracial families comprise both children whose parents have different ethnic heritages and those who themselves are of different ethnicity from their parents. Educators can promote the positive development of multiracial students by treating each child according to his or her unique characteristics. Educators who teach children from families with gay or lesbian parents should respect family views about disclosure and be sensitive to problems children may have resulting from family secrecy. A growing number of children live in families with grandparents or other relatives. Educators must be alert to the special needs of these children. Their needs, like those of all students, are best met when schools support high standards for all and affirm students' feelings. Both schoolwide and classroom strategies can be used to help students from nontraditional families feel a sense of belonging and receive acceptance and support from peers and teachers. An executive summary of this report is contained in a separate document that has been included in this same accession. (Contains 11 references.) (SLD)

ED 434 189 UD 033 120

Schwartz, Wendy
School Support for Foster Families. ERIC/CUE Digest, Number 147.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Curriculum; *Delivery Systems; Elementary Secondary Education; Foster Care; *Foster Children; *Foster Family; Social Support Groups; *Teacher Role; *Teaching Methods
IDENTIFIERS- ERIC Digests

This digest discusses factors that influence the ability of foster children to achieve academically and offers some

ED 433 883 JC 990 597

Prather, George
Los Angeles Community Colleges Institutional Research and Information Department/Division Data Book, 1994-1998: Fall Weekly Student Contact Hours Trends and Staffing Patterns. Instructional and Student Services Support Division.
PUB DATE- 98
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; *Community Colleges; Educational Change; *Employment Patterns; Enrollment; Faculty College Relationship; *Faculty Workload; *Full Time Equivalency; Tables (Data); *Teacher Student Ratio; Two Year Colleges
IDENTIFIERS- *Los Angeles Community College District CA; Weekly Student Contact Hours

This report describes changes in instructional staffing and workload in the Los Angeles Community College District (LACCD) based on records dating back to 1981. Total faculty full-time equivalent (FTE) continued to be reduced in 1998 to 2,021, the second lowest level since 1981. Regular contract faculty FTE in fall 1998 fell to 1,118, essentially the same number as 1995, which was the lowest point recorded. Since 1981, instructional faculty have declined from about 2,700 to the current levels. For total faculty FTE, most of the downsizing occurred between 1981 and 1986. Regular contract faculty FTE have continued to decline steadily throughout the entire period. Weekly Student Contact Hours (WSCH) have fluctuated greatly since 1981. In 1998, WSCH fell slightly to 979,000, down from highs of 1.3 million and 1.1 million in 1981 and 1991 respectively. The ratio of WSCH per FTE Faculty (WSCH/FTEF) rose from 472 in fall 1997 to 485 in fall 1998. The peak value of 515 occurred in fall 1992. The LACCD goal for WSCH/FTEF is a constant 510, recognized as the most efficient staffing level. Figure 1 graphs WSCH and FTEF levels from 1981-1998 and traces the adjustments necessary to maintain the 510 ratio. Table 1 describes WSCH and staffing for each college, 1994-1998. Figure 2 shows changes in WSCH/FTEF, 1991-1998. The remainder of the report presents tables for each college in the district, which show WSCH and FTEF, 1994-1998, by academic department. (RDG)

ED 433 884 JC 990 598

Kelly, Dexter; Prather, George
Los Angeles Community Colleges Information Digest 1998-99 .
PUB DATE- 99
NOTE- 285p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; College Transfer Students; *Community Colleges; Degrees (Academic); *Educational Attainment; Educational Trends; *Enrollment; *Student Characteristics; Student Educational Objectives; Tables (Data); *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Los Angeles Community College District CA

This digest presents information about the Los Angeles Community Colleges and their students using tables, charts, and narrative text that emphasize trends and changes during the past twenty years. Statistical highlights include: (1) in 1998, Los Angeles

DESCRIPTORS- Annual Reports; *Budgets; Community Colleges; *Educational Finance; Expenditures; *Financial Policy; Financial Support; *Institutional Characteristics; Institutional Evaluation; School Community Relationship; *School Funds; Tables (Data); Two Year College Students; Two Year Colleges

IDENTIFIERS- *Waukesha County Technical College WI

This document describes the budgetary allocations and financial planning for 1999-2000 at Waukesha County Technical College (WCTC) in Wisconsin. The college consists of a main campus and seven satellite campuses with a total annual enrollment of approximately 33,000. The budget is required by state law and provides information to taxpayers on WCTC use of public funds. The document is divided into nine sections: (1) the introduction contains a transmittal letter and message which gives the reader general WCTC information; (2) the overview provides information on college organization, community relationship, and overall budget; (3) the general fund section offers financial summaries of the general fund and operational plans of college divisions; (4) the special revenue fund section discusses records and tracks grant activity at the college; (5) the capital projects fund section provides budgetary information for capital equipment and capital projects; (6) the debt service fund section provides information on current debt levels and future borrowing plans; (7) the enterprise fund section offers budgets for college enterprises, such as the bookstore and child care center; (8) the fiduciary fund section provides information about activities where the college is a trustee for others, including financial aid, student association, and athletics; and (8) the appendix includes statistical information on WCTC and the community; it also includes a glossary of terms. (RDG)

ED 433 903 JC 990 618

Information Technology Vision: 2000, 2002. Revised.

PUB DATE- 98

NOTE- 70p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Community Colleges; Computer Assisted Instruction; *Distance Education; Educational Change; Educational Resources; *Educational Technology; Higher Education; Information Services; *Information Technology; *Library Services; *Strategic Planning; Tables (Data); Two Year Colleges

IDENTIFIERS- *Truckee Meadows Community College NV

This document represents a major component of Nevada's Truckee Meadows Community College (TMCC) strategic planning activities and elaborates on the technology functions found in the college strategic plan. Information resources at TMCC are grouped into five areas: (1) administrative computing, the area of information processing that supports the operations of the college as a business; (2) instructional technology, which directly supports students, faculty, and staff in fulfilling the instructional mission of the college. The primary components of instructional technology at TMCC include computer labs, computer-assisted instruction, smart classroom technology, evaluation and group response systems, multimedia tools, and global and local information resources; (3) distance education, defined as a planned teaching/learning experience that uses a wide spectrum of electronic technologies to reach learners at a distance; (4) library services, which consist of

Every Child a Learner: Successful Strategies for Teaching All Children. 9th Edition.
PUB DATE- 96
NOTE- 406p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; *Educational Improvement; Educational Practices; Elementary Education; Inclusive Schools; Integrated Curriculum; Kindergarten Children; Learning Centers (Classroom); Learning Readiness; Mixed Age Grouping; Multiple Intelligences; Parent Participation; Preschool Children; Preschool Education; *Professional Development; School Readiness; Student Behavior; Year Round Schools
IDENTIFIERS- Looping (Teachers)

Designed to help K-6 educators create child-centered classrooms in which all children can learn and succeed, this resource book contains article reprints, handouts, and reproducible pages pertaining to effective instruction. The book is organized into six subject areas: (1) learning/school readiness and kindergarten (including school improvement, parent involvement, and year round schools); (2) multiage grouping and looping; (3) integrated curriculum; (4) multiple intelligences; (5) themes and centers; and (6) behavior and inclusion. Contains a resource section listing organizations, publications, material sources, and approximately 350 references. (KB)

ED 433 922 PS 027 878

The State of Our Nation's Youth, 1999-2000.
PUB DATE- 99
NOTE- 45p.; For 1998-1999 report, see ED 424 923.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescent Attitudes; *Adolescents; Aspiration; Attitude Change; Career Choice; Discipline; Extracurricular Activities; Family Life; Family Relationship; High Schools; *Interests; Marriage; National Surveys; Parent Child Relationship; School Attitudes; Sex Differences; Social Attitudes; *Student Attitudes; Student Motivation; Tables (Data); *Well Being; Work Attitudes; Youth Problems

This report details findings of a national questionnaire survey of the attitudes and plans of American adolescents. Participating were 1,327 students between 14 and 18 years of age in a nationally representative sample. To permit regional comparisons, the questionnaires were mailed to representative households within each of the nine United States Census regions. The report summarizes findings "at a glance" in 11 categories: (1) schools; (2) student environment; (3) courses important for future success; (4) attitudes; (5) opportunities; (6) effort and grades; (7) role models; (8) family relationships; (9) outside activities; (10) top career choices; and (11) the future. The report then provides discussion of the survey findings under the following headings: (1) "The American Dream"; (2) "A Sense of Opportunity"; (3) "Viewing the World around Them"; (4) "Their Future"; (5) "Continuing Their Education"; (6) "Their Future Careers"; (7) "Marriage and Children"; (8) "Public versus Private Schools "; (9) "Grades"; (10) "Course Ratings"; (11) "Safety and Security"; (12) "Discipline"; (13) "Teachers' and Administrators' Caring and Concern"; (14) "Their Lives Outside the Classroom"; (15) "The development of Foundation Areas of Learning, including a trial implementation in 31 child care centers, the paper elaborates on the development of the South Australian Curriculum, Standards and Accountability framework for learners, aged birth to 18. Issues encountered in trying to design one framework which can provide continuity for the learner and which can allow for particular needs at identified points along the way are discussed. The complete Foundation Areas of Learning framework is included. (EV)

ED 433 940 PS 027 922

Tirri, Kirsi
Ethical Conflicts in Early Childhood Education.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual Meeting of the European Early Childhood Education Research Association (EECERA) (9th, Helsinki, Finland, September 1-4, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conflict; Early Childhood Education; *Ethics; Foreign Countries; Moral Values; Parent Teacher Cooperation; Student Needs; *Teacher Attitudes; Teacher Behavior; Teaching (Occupation)
IDENTIFIERS- Finland

This study investigated ethical conflicts in early childhood education as experienced by early education teachers. The study's focus was the themes and main interactive relationships involved in such conflicts. Twenty-six Finnish kindergarten and elementary teachers were asked to write about a real-life moral dilemma they had experienced in their work and to provide a just solution to it. Data were gathered during an inservice training on ethical issues in teaching. The written reports were analyzed using qualitative content analysis. The different perspectives of teachers, colleagues, and parents were analyzed by the values and virtues presented in the stories. Findings showed that the majority of conflicts involved relationships between a teacher and parents. Other ethical dilemmas involved conflicts between a teacher and a colleague; and some dilemmas concerned conflicts between a teacher and the whole community (for example, in fighting for a child to remain in a classroom rather than be transferred to special education). Teachers referred frequently to the basic needs of children as the guiding value in solving the ethical conflicts in their work. The most frequently mentioned moral virtues of a teacher included bravery, truthfulness, and justice. (Contains 16 references.) (EV)

ED 433 941 PS 027 923

Gurian, Michael
A Fine Young Man: What Parents, Mentors and Educators Can Do To Shape Adolescent Boys into Exceptional Men.
PUB DATE- 98
NOTE- 297p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescent Attitudes; Adolescent Development;

Chapter 4 gives an overview of program components: classroom, nutritional, transportation, and family outreach, health education/services, professional development, community outreach, staff social program, and fundraising. Chapters 5 through 7 present evaluation information on the classroom and parent outreach programs and discuss community support. The report concludes by noting that the mutually respectful relationship between children, staff, and parents is the pivot around which the curriculum successfully turns. Further, the family outreach program offers a support network to struggling parents within an attitude of compassion, understanding, and respect. The Centre's work with the community is an extension of its core values of mutuality and respect. The final chapter judges the Centre's program in terms of the standards presented in Chapter 1 and makes suggestions for future development. The report's eight appendices include a demographic profile of children attending the Centre, quarterly progress reports, and classroom observation checklists. Contains 63 references. (KB)

ED 433 958 PS 027 966

Solomon, Judith, Ed.; George, Carol, Ed.
Attachment Disorganization.
PUB DATE- 99
NOTE- 410p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adults; Affective Behavior; *Attachment Behavior; Behavior Development; *Caregiver Child Relationship; Child Development; Children; Divorce; Family Needs; Fear; Individual Differences; Mental Disorders; Mothers; Neurological Impairments; *Parent Child Relationship; Peer Relationship; Young Children
IDENTIFIERS- *Attachment Disorders; Dissociation; Parent Child Separation; Security of Attachment

Disorganized attachment relationships were first formally identified on the basis of the anomalous behavior of some infants during laboratory separations and reunions with the parent. This book presents new research and theory on the topic of attachment disorganization, an area of investigation that is of increasing importance in the study of attachment, caregiving, and developmental and psychological risk throughout the lifespan. Chapters in Part 1, "The Etiology of Attachment Disorganization," are: (1) "The Place of Disorganization in Attachment Theory: Linking Classic Observations with Contemporary Findings" (Judith Solomon and Carol George); (2) "A Relational Diathesis Model of Hostile-Helpless States of Mind: Expressions in Mother-Infant Interaction" (Karlen Lyons-Ruth, Elisa Bronfman, and Gwendolyn Atwood); (3) "Unresolved Loss and Infant Disorganization: Links to Frightening Maternal Behavior" (Carlo Schuengel, Marian Bakermans-Kranenburg, Marinus van Ijzendoorn, and Marjolijn Blom); and (4) "Individual and Physiological Correlates of Attachment Disorganization in Infancy" (Gottfried Spangler and Karin Grossmann). Part 2, "Social and Cognitive Sequelae of Attachment Disorganization," contains the following chapters: (5) "Developmental Pathways from Infant Disorganization to Childhood Peer Relationships" (Deborah Jacobvitz and Nancy Hazen); and (6) "Disorganized Attachment and Developmental Risk at School Age" (Ellen Moss, Diane St-Laurent, and Sophie Parent). Chapters in part 3, "Attachment Disorganization in Atypical Populations: Methodological and Definitional Issues," are: (7) "Indices of Attachment Disorganization among Toddlers

*Organizations (Groups); *Public Agencies; *Rural Development; Rural Extension; Small Businesses; Technical Assistance
IDENTIFIERS- *Idaho

This directory provides an easy-to-use listing of development resources for Idaho community leaders, business owners, and rural development practitioners. The main section lists agencies and associations relevant to small business and community development, and includes contact information. Some entries also include a brief description. Similar entries are grouped by region of the state and may feature a regional map. The directory also contains a subject index with the following categories: agriculture, arts/humanities, business development, business finance, community development, community services, economic development, education (including college and university programs), environment, health, historic preservation, housing, infrastructure, international trade, planning/growth management, recreation and tourism, reference (general information), rural development, technology/engineering, transportation, tribes, utilities, and workforce. (CDS)

ED 433 976 RC 022 047

Pitts, Timothy C.; Reeves, Edward B.
A Spatial Analysis of Contextual Effects on Educational Accountability in Kentucky.
PUB DATE- 99
NOTE- 14p.; Maps may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Accountability; *Educational Assessment; Elementary Secondary Education; Geographic Distribution; *Rural Urban Differences; School Districts; School Location; *Socioeconomic Influences; Socioeconomic Status
IDENTIFIERS- *Kentucky; *Kentucky Instructional Results Information System

A cornerstone of the Kentucky Education Reform Act of 1990 was the creation of a high-stakes performance assessment program called the Kentucky Instructional Results Information System (KIRIS). KIRIS test results were the basis for granting monetary rewards to schools and school districts where student test performance improved significantly and for levying sanctions where student performance declined. KIRIS was based on the belief that school districts and educators should be held accountable regardless of the advantaged or disadvantaged circumstances of their communities. In contrast, recent research suggests that socioeconomic factors associated with geographic location may strongly influence on school system performance and, therefore, on test results. Using data from 176 Kentucky school districts, this paper analyzes the spatial distribution of socioeconomic factors and educational outcomes. Data include 1992-96 mean accountability scores, which reflect district performance at grades 4, 8, and 12; rural-urban location; median household income; percentage of students on free or reduced-cost lunch; teen birth rate; independent versus county school district; per-student spending; and enrollment. Accountability scores were strongly and negatively influenced by percentage of free/reduced lunch and were positively influenced by rurality. Socioeconomic factors had a spatial distribution that was spatially autocorrelated; these factors increased in importance at higher grade levels. Policy recommendations are offered. (Contains 15 references.) (SV)

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; College School Cooperation; Elementary Secondary Education; *Environmental Education; Field Trips; Higher Education; *Interdisciplinary Approach; Maps; *Outdoor Education; Personal Narratives; *School Community Relationship; Student Journals; *Teaching Experience
IDENTIFIERS- Nature Study; *Place Based Education; Sense of Place

This anthology collects stories from various classrooms and collaborations supported by the Orion Society. Orion's Stories in the Land fellowships are 1-year teacher stipends that promote effective place-based education: interdisciplinary studies of the local natural and cultural history using extensive field experiences and diverse "human resources." The Watershed Partnerships program was a loose consortium of collaborations between colleges and their local schools for the purpose of discovering, sharing, and celebrating the local environment. Each narrative from these programs is accompanied by a class activity. An introduction, "Teaching at the Edge" (John Elder), reflects on the educational principles that bind these stories together and suggests four fundamental themes: attentiveness to students' home landscapes, convergence of natural sciences and the arts, time spent outdoors, and sense of community fostered through human connections. The narratives and their activities are: (1) "Science and Stories in a North Philadelphia Neighborhood" (activity: looking for changes) (Mark Basnage); (2) "A Place To Begin: Encouraging Community and Sense of Self in the Interdisciplinary Classroom" (activity: book making) (Kurt Caswell); (3) "Exploring Nature: Science and English in Conversation" (activity: creating an environmental magazine) (Jennifer Danish); (4) "Monterey Bay: A Sanctuary of Promise" (activity: make a place map in your schoolyard) (Bonnie Dankert); (5) "Treasuring the Tetons" (activity: a day on the river) (Jo Anne W. Kay); (6) "Opening the Door for Young Naturalists" (activity: young naturalist journals) (Daniel Kriesberg); (7) "Wetland Wisdom" (activity: creature feature bags) (JoAnn Kruzshak, Debbie Levy); (8) "Tracing Our Culture Back to Its Roots" (activity: experiencing poetry) (Lorain Varela); (9) "Getting To Know the Lake Champlain Bioregion" (activity: environmental education journal) (Thomas R. Hudspeth); (10) "Finding Our Place on the Trail" (activity: spring journal and trail guide) (Alice Leeds); and (11) "Acquiring Felt Knowledge" (activity: finding home, a mapping activity) (Nicole J. Greene). Appendices describe a college seminar on environmental education with internships in local schools, and list readings and resources. (SV)

ED 433 995   SE 061 231

Leonhardt, Nina A.
An Ecological System Curriculum: An Integrated MST Approach to Environmental Science Education.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Annual Meeting of the International Consortium for Research in Science and Mathematics Education (7th, Port of Spain, Trinidad, February, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

ED 434 015 SE 062 846

Benko, Alice; Loaiza, Rosemary; Long, Robert; Sacharski, Michael; Winkler, Jennifer
Math Word Problem Remediation with Elementary Students.
PUB DATE- 99
NOTE- 107p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; Learning Strategies; *Mathematics Instruction; *Problem Solving; Teaching Methods; *Word Problems (Mathematics)

This report describes a program for improving elementary school students ability to solve mathematical word problems. The targeted population consisted of primary, middle, and junior high students attending two different kindergarten through eighth grade schools. Both schools were located within blue collar neighborhoods in a large metropolitan area. Students' weakness in the area of problem solving was documented by teacher-made tests, journaling, standardized test scores, student surveys, and teacher surveys. Research literature and measurement tools revealed the following probable causes: inability to read story problems adequately; poor reading ability in general; improper strategy use; lack of strategy use; lack of desire to properly understand mathematical logic of problem; strategies that rely on memorization; insufficient instructional time spent on problem solving; and inadequate time spent on finding solutions. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of seven major categories of intervention: problem of the day, cooperative grouping, pair/sharing, illustrating problem data, math journaling, classification of word problems, and use of analytical worksheets. Post intervention data indicated an increase of strategy use, a positive change in student attitude towards word problems, and an increased in time spent on each problem solution. (Contains 30 references.) (Author/WRM)

ED 434 016 SE 062 847

Durr, Catrina R.; Lahart, Therese E.; Maas, Renee M.
Improving Critical Thinking Skills in Secondary Math and Social Studies Classes.
PUB DATE- 99
NOTE- 84p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Critical Thinking; Formal Operations; High Schools; Language; Learning Activities; *Mathematics Instruction; *Social Studies; Teaching Methods; *Thinking Skills

This report describes a program for developing and improving critical thinking skills in adolescents in order to prepare them for life-long learning. The targeted population consisted of high school math and social studies students from two middle-class communities located in northern Illinois. The students' lack of critical thinking skills was documented through data collected from teacher, student, and parent surveys, and the

This paper asserts that through foundations courses in teacher education programs, all preservice teachers, not only social studies teachers, should come to understand the concept of cultural influence through an examination of the philosophical, ideological, and historical past. This paper examines the subject-matter content, authentic assessment instruments, and qualitative methodological assignments in two teacher educator, foundations of education classes, experienced over a 2-year period in both a college and university setting. The findings show that most preservice teachers in these foundations courses came to understand the relationship between theory and practice through an approach to content that focused on the milieu of the philosophers and educational theorists and the experience of using qualitative methodology and other authentic assessment designs. Curriculum and assessment models are offered for Randolph Macon Woman's College (Virginia) and Auburn University at Montgomery (Alabama). An analysis of authentic assessment assignments used in this study concludes the paper. (Contains 23 references.) (EH)

ED 434 042 SO 029 991

McWhinnie, Harold J.
A Model for a Grand Theory: Creativity in Art.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Art Education; *Creative Art; *Creativity; Higher Education; Neurological Organization; Psychological Studies; Sex Differences; Spatial Ability
IDENTIFIERS- Conceptual Models; Jung (Carl G); Myers Briggs Type Indicator; *Theory Development

This paper presents a collection of thoughts and observations about a grand theory of creativity in the arts. The theory elaborated in the paper is based upon the following five major bodies of psychological knowledge and research: (1) hemisphere differences and cerebral lateralization; (2) chemical balance in the brain and bipolar factors; (3) spatial intelligence and individual patterns; (4) gender related differences; and (5) Myers Briggs Type Indicator, the Jungian mode. The paper states that each of these five major categories provides various grids or lenses through which the creative artist and individual can and ought to be viewed. Contains 10 references. (Author/BT)

ED 434 043 SO 030 543

Walker, John H.
Process Portfolios as a Means for Formative and Summative Evaluation of Student Work in the Visual Arts.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art Education; Educational Research; *Formative Evaluation; Higher Education; *Portfolio Assessment; *Summative Evaluation; Undergraduate Students; *Visual Arts

Evaluation of student work in the visual arts is a mystery for

Development; *Water Quality
IDENTIFIERS- *Development Education; World Population

This learning module has two main goals: (1) to increase students' knowledge and understanding of the often complex relationship between sustainable development and the social, economic, and environmental conditions in a country; and (2) to strengthen students' ability to perform statistical calculations, make and interpret maps, charts, and tables, as well as analyze and synthesize information to make inferences and generalizations and to think critically when analyzing information, making decisions, and solving problems. This learning module focuses specifically on environmental issues, particularly access to safe water. The teaching units in the module contain a full range of questions, activities, and exercises. The module is divided into the following sections: (1) "Introduction" (Point of View, Goals and Objectives, Teaching the Learning Modules); (2) "Environment"; (3) "Safe Water Text"; (4) "Map: Safe Water"; (5) "Chart 1 - World Population and Access to Safe Water, 1989-95"; (6) "Chart 2 - Life Expectancy and Improvements in Water Supply and Sanitation in Three French Cities, 1820-1900"; (7) "Chart 3 - Sources of Water in Mozambique, 1996"; (8) "Environmental Data Tables"; (9) "Access to Safe Water Photo Gallery Water Treatment Plant, Colombia"; (10) "Access to Safe Water Photo Gallery Children Washing Hands, Guatemala"; (11) "Case Study 1: The Water Problem in My Village, Bolivia"; (12) "Safe Water Research and Explore"; and (13) "Glossary." (BT)

ED 434 063   SO 031 043

Massachusetts Arts Curriculum Framework, 1999.
PUB DATE- 99
NOTE- 139p.; For Massachusetts History and Social Science Curriculum Framework, see ED 429 900.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Art Education; Art History; *Creativity; Cultural Activities; Dance; Elementary Secondary Education; *Fine Arts; Individual Development; Learning Processes; Music; *Public Schools; *State Standards; Student Educational Objectives; Student Participation; Theater Arts; Visual Arts
IDENTIFIERS- *Massachusetts; National Arts Education Standards

This curriculum framework presents a philosophy of arts education, synthesizes current research, and sets learning standards for students from kindergarten through 12th grade in the Commonwealth of Massachusetts. The curriculum framework's core concept is that experience in the creative process is essential for all learners, and that, in the arts, this process involves solving problems with skill and imagination, discovering new questions, ideas, and objects, or interpretations of existing works. The framework sets the expectation that all students in Massachusetts public schools will become proficient in understanding the arts and communicating in at least one arts discipline by the time they graduate from high school. According to the framework, learning in, about, and through the arts develops each learner's capacity to make meaning from experience, respond to creativity, and contribute to society. The curriculum framework is divided into the following sections: (1) "Introduction"; (2)

NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Alternative Teacher Certification; Educational Change; Educational Improvement; *Educational Quality; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Public Education; Teacher Effectiveness; Teacher Influence; *Teachers
IDENTIFIERS- Education Commission of the States CO

This brochure gives a brief overview of Wyoming Governor Jim Geringer's focus as 1999-2000 Education Commission of the States (ECS) Chairman. Section 1 discusses a focus on quality, explaining that students learn more from well-prepared, quality teachers and that the challenge is how to equip every teacher with the necessary abilities and tools. Section 2 examines lessons learned from the past several decades about ways to increase teacher quality. Section 3 focuses on what must happen next in public education, noting the importance of such things as implementing performance-based assessment systems for students and teachers; emphasizing classroom performance in university-based teacher education programs; encouraging effective alternative teacher certification and preparation strategies; and restructuring schools to become learning organizations. Section 4 discusses the work that lies ahead for the ECS, including identifying key issues; clarifying and cataloguing new and promising policy options; and encouraging and helping state leaders in their quest to develop effective policy structures. Section 5 explains how states can participate. Section 6 presents a schedule of events during 1999-2000 for the ECS. Section 7 offers 16 World Wide Web resources. (SM)

ED 434 083 SP 038 767

Warren, Bonnie Z.
Assessing the Impact of College Teachers' Learning Style on Student Outcomes: A Pilot Study at the University of Central Florida.
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Cognitive Style; College Faculty; College Students; Higher Education; *Teacher Influence; Teachers
IDENTIFIERS- University of Central Florida

This paper investigates the effects of faculty learning style on students' grades in five different class sections at the University of Central Florida. Convenience samples were drawn from the five classes to determine if there was a relationship between teacher learning style and student achievement in their classes, which were: Chemistry I, Chemistry for Non-Majors (two sections), General Biology, and Law and the Legal System. Kolb's Learning Style Inventory was administered to faculty and students in the classes, and one-way analysis of variance and chi-square measurements were conducted to determine significant differences in grade and learning style. Results from two of the five classes indicated that students with a learning style matching that of the instructor tended to have higher grade averages, although not significantly higher, than students with learning styles different from the instructor. However, other

(150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; At Risk Persons; *Comprehensive School Health Education; Contraception; Curriculum; Financial Support; High Schools; Junior High Schools; Literature Reviews; Prevention; Program Effectiveness; Risk; *School Health Services; Secondary Education; Secondary School Students; Sex Education; *Sexuality; Student Behavior; Teacher Education
IDENTIFIERS- Condoms; Health Behavior; Risk Reduction; Risk Taking Behavior; School Based Services

This paper reviews published research on school-based programs to reduce sexual risk-taking behaviors. Analysis of 23 studies of school-based programs supports several conclusions about these programs. About 93 percent of all high schools offer sexuality or human immunodeficiency virus (HIV) education, and the majority of these programs include the topics of abstinence, contraception, pregnancy, and sexually transmitted diseases, including HIV and acquired immunodeficiency syndrome (AIDS). There is broad public support for both sexuality education and HIV education. Research indicates that such programs do not hasten the onset of intercourse among students or increase its frequency. Four curricula have been identified as increasing the use of condoms or contraception among some groups of participants. The proportion of junior and senior high schools with school-based health centers is small but growing rapidly. Research indicates that effective programs implemented in U.S. schools can have an important impact on reducing sexual risk taking behaviors. Recommendations are made for additional funding for such programs and for teacher training and resource allocation. (Contains 66 references.) (SM)

ED 434 104 SP 038 792

Sattler, Joan L.
Surviving the Deanship: It Plays in Peoria or Perspectives of a Private University Dean.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (51st, Washington, DC, February 24-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Responsibility; *Deans; Educational Change; Elementary Secondary Education; Higher Education; Leaders; Leadership Responsibility; Leadership Styles; Preservice Teacher Education; Private Colleges
IDENTIFIERS- Bradley University IL

This paper presents the views of the Dean of Bradley University's College of Education and Health Services. It begins by profiling Bradley University and the dean herself. Next, it discusses her perspective on deaning and surviving the deanship. It then presents several of her own leadership principles which have enabled her to survive and enjoy the deanship. They include (1) create a caring learning organization and a culture of change; (2) provide a model or approach as a unifying element; (3) lead change by being a diplomat; (4) provide professional development opportunities; (5) always keep the best interest of the university at heart; (6) communicate on an ongoing basis with faculty, staff, and students; and (7) listen to your inner voice and go with your gut feelings. (SM) to improving the quality of teachers. These approaches involve easing the regulations that control entry, devolving personnel decisions to individual schools, and then holding these schools accountable for producing results as gauged by their students' academic achievement. Some of the reports bring statistical evidence and economic analysis to bear on the problem. One set of reports explores how today's processes actually work, and another set examines four different proposed reforms. The chapters are: (1) "The Teachers We Need and How To Get More of Them: A Manifesto" (Thomas B. Fordham Foundation); (2) "Measuring the Teacher Quality Problem" (Tyce Palmaffy); (3) "Teacher Training and Licensure: A Layman's Guide" (Dale Ballou and Michael Podgursky); (4) "Teacher Licensing and Student Achievement" (Dan D. Goldhaber and Dominic J. Brewer); (5) "Who Gets Hired To Teach? The Case of Pennsylvania" (Robert P Strauss); (6) "Raising the Bar for Pennsylvania's Teachers" (Eugene W. Hickok and Michael B. Poliakoff); (7) "Traditional and Alternative Certification: A View from the Trenches" (Naomi Schaefer); (8) "The National Board for Professional Teaching Standards: Can It Live Up to Its Promise?" (Danielle Dunne Wilcox); (9) "The National Council for Accreditation of Teacher Education: Whose Standards?" (J. E. Stone); (10) "Debating Alternative Teacher Certification: A Trial by Achievement" (Michael Kwiatkowski); and (11) "Value-Added Assessment: An Accountability Revolution" (J. E. Stone). Each chapter contains references. (Contains 9 figures and 18 tables.) (SLD)

ED 434 125 TM 030 086

Craig, Robert J.
Interpreting Personality Tests: A Clinical Manual for the MMPI-2, MCMI-III, CPI-R, and 16PF.
PUB DATE- 99
NOTE- 268p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Counseling; *Diagnostic Tests; Guides; Personality Assessment; *Personality Measures; Personality Traits; *Test Interpretation; Test Use
IDENTIFIERS- California Psychological Inventory; Millon Clinical Multiaxial Inventory; Minnesota Multiphasic Personality Inventory; Sixteen Personality Factor Questionnaire

This book provides step-by-step procedures for clinical personality interpretation to help mental health professionals determine the psychological health of their clients, determine maladjustment and problem behaviors, and reach a diagnosis. Each of the four chapters is devoted to one of the four key personality tests. These are: (1) "Minnesota Multiphasic Personality Inventory-2" (MMPI-2); (2) "Millon Clinical Multiaxial Inventory-III" (MCMI-III); (3) "California Psychological Inventory-Revised Interpretive Manual" (CPI-R); and (4) "Sixteen Personality Factors" (16PF). (SLD)

ED 434 126 TM 030 088

Isaacs, Julia B.; Best, Clayton M.; Cullen, Andrew D.; Garet, Michael S.; Sherman, Joel D.
Collection of Public School Expenditure Data: Development of a Questionnaire. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED),

ED 434 146 TM 030 110

Whitener, Summer D.; Gruber, Kerry J.; Rohr, Carol L.; Fondelier, Sharon E.
Teacher Followup Survey, 1994-95: Data File User's Manual Restricted-Use Codebook. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 386p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Coding; Data Collection; Elementary Secondary Education; *Followup Studies; National Surveys; *Research Utilization; Sampling; *Teachers; *User Needs (Information)
IDENTIFIERS- Schools and Staffing Survey (NCES); *Teacher Followup Survey (NCES); User Guides

The Teacher Followup Survey (TFS) is a 1-year followup of a sample of teachers who were originally selected for the Teacher Questionnaire of the Schools and Staffing Survey (SASS) of the National Center for Education Statistics. There have been three data cycles for the SASS and three TFS versions. This data file user's manual enables the user to understand and access the TFS files for 1994-95. The survey is described in the following chapters: (1) "Overview"; (2) "Sample Design"; (3) "Data Collection"; (4) "Edit Procedures"; (5) "Response Rates"; (6) "Imputation"; (7) "Weighting"; (8) "Variance Estimation"; (9) "Reinterview Program"; (10) "Confidentiality Protection Measures"; (11) "Changes to TFS Content from 1991-92 to 1994-95"; (12) "Caution Concerning the Measurement of Change Using 1991-92 and 1994-95 TFS"; and (12) "User Notes and Comments." Appendixes A and B contain the questionnaires for current and former teachers. Appendix C is the crosswalk for variables from the three TFS versions, and Appendix D contains the industry and occupation codes. Appendix E is the 1994-95 restricted use codebook. (SLD)

ED 434 147 TM 030 111

Thomas, Susan J.
Designing Surveys That Work! A Step-by-Step Guide.
PUB DATE- 99
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Data Collection; Planning; *Questionnaires; *Research Design; *Surveys; *Test Construction

Creating a survey that asks the right questions at a level appropriate for the intended audience is a difficult task. This guide is designed to support educators who want to be confident that the data they gather will be useful. The guide is organized according to the developmental steps in creating a survey. Individual chapters correspond to the following phases of survey construction: (1) planning; (2) developing the survey; (3) obtaining the respondents; (4) preparing for data collection; (5) collecting the survey data; and (6) summarizing class families in their home countries. Still, it is not accurate to characterize Asian Americans as though they are all alike. Empirical data prove that the model minority stereotype is a myth. (Contains 35 references.) (SLD)

ED 434 168   UD 033 097

Allen, Ricky Lee
The Hidden Curriculum of Whiteness: White Teachers, White Territory, and White Community.
PUB DATE- 99
NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Black Students; *Cultural Awareness; Cultural Differences; Educational Environment; Elementary Secondary Education; *Racial Discrimination; Racial Relations; *Resistance (Psychology); Student Attitudes; *Teacher Attitudes; Urban Youth; *Whites

This paper suggests that space and spatiality are major features of racial identity and the formation of student resistance. It brings together critical studies of "Whiteness," human territoriality, and theories of resistance in education. The problems between white teachers and students of color can be understood better through a combination of these three fields. A literature review of critical studies of whiteness suggests that what oppressed people of color need from whites is not sympathy so much as self-reflection and collective reflection on their own white privilege in a system of white racism. One of the most salient features of white racial identity is a denial of white privilege. People of color develop their own racial identities within a complex milieu of social encounters with whiteness. Critical studies of education have increasingly been concerned with resistance theory over the last few decades. Theories of resistance take as their main focus the perception that students are active constructors of culture rather than passive receivers. Students are also active spatial agents in school, in spite of the school's efforts at control. Academic achievement is not so much about cognitive abilities or skills acquisition as it is about how the territorial practices of teachers and others at a school create alienation, resistance, and community membership. Schools do not provide education that is inclusive of historically disenfranchised students because of the territoriality of whiteness. (Contains 47 references.) (SLD)

ED 434 169   UD 033 098

Antonucci, Frank; Baker, Mona; Burke, Karen; Duffey, Tim; Gatchell, Judy; Graves, Laurel; Lahti, Michel; Macklin, Ethel; Forbush, Ed; Foster, Joni; Parks, Susan; Primmerman, Bill; Johnson, Ruth; Rumery, Karen; Richards, Roger; Wilbur, Katherine; Medwid, Jo Ann
Fostering Hope: A Prevention Process.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- 96
NOTE- 47p.
LANGUAGE- English

strategies that schools can use to improve their educational success and emotional well-being. Schools can be an important source of stability for foster children, whose home lives have been disrupted. Foster children need to believe that they are welcome in school, are treated the same as their classmates, and are safe. Schools need a specific plan for enrolling and integrating foster children. The effort begins with information collection and retrieval so that children receive the services they need. Schools must plan to place foster children appropriately, taking into account social and academic needs. Both curriculum and instruction should be designed to show children that there are many different configurations of family and to be sensitive to the problems foster children face. Appropriate service delivery, teacher training and assignment, and efforts to promote parent participation are important aspects of a school's plan for dealing with foster children, who may need extra attention to build a good foundation for later life. (Contains 10 references.) (SLD)

ED 434 190 UD 033 121

Safe Passages through Adolescence: Communities Protecting the Health and Hopes of Youth. Lessons Learned from W. K. Kellogg Foundation Programming.
PUB DATE- 98
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Health Programs; Program Descriptions; Program Development; *Program Implementation; Urban Areas; *Urban Youth; *Youth Programs
IDENTIFIERS- *Kellogg Foundation

This is the third in a series of reports summarizing the investment of the W. K. Kellogg Foundation in community-based health programming. It addresses the health issues confronting young people in U.S. society by profiling eight different community-based approaches to adolescent health. The programs described, all sponsored by the Kellogg Foundation, offer lessons for others designing and implementing adolescent health programs. The following programs are described: (1) TRUST: Teaching Respect, Understanding, Self-Esteem, and Togetherness for the Development of African- American Youth (East Tampa, Florida); (2) Lummi Cedar Project (Belingham, Washington); (3) Adolescent Family Life Program (Sunland Park, New Mexico); (4) Center for Black Women's Wellness (Atlanta, Georgia); (5) The Corner Health Center (Ypsilanti, Michigan); (6) Boys, Girls, Adults, Community Development Center, Inc. (Marvell, Arkansas); (7) Boston Unites To Raise Its Children (Boston, Massachusetts); and (8) New Chance, Manpower Demonstration Research Corporation (Detroit, Michigan; Allentown, Pennsylvania; Lexington, Kentucky). Lessons learned form these programs highlight the need for comprehensive and coordinated services with multiple points of access, including efforts to address employment and economic development issues. A list of 48 resources for further information is included. An executive summary of this report is contained in a separate document that has been included in this same accession. (Contains 86 references.) (SLD)

ED 434 191 UD 033 122

Bean, Scott W.; Chivers, Laurie A.; O'Hara, James Patrick;

Community College enrollment declined by 45 students overall (East and Valley had the highest enrollments); (2) the Los Angeles student body has aged since the 1970s (students under 20 have dropped from 30% of enrollment in 1972 to only 17% in 1997); (3) sixty percent of Los Angeles Community College transfers in 1997-98 were members of ethnic minorities; and (4) the number of degrees awarded has continued to increase since 1991, and reporting of occupational certificates by the colleges has improved. For student and enrollment characteristics, the digest uses the categories of ethnicity, student load, class level and education attainment, time of day, entering status, and educational goals. Chapters are presented on fiscal and personnel resources. The digest also tracks student retention and persistence, and transfers to four-year universities. Retention rates are analyzed comparing students enrolled in day classes with those enrolled in evening classes, and with overall enrollment. Charts and tables compare district enrollment figures from 1964 through 1998. Enrollment is charted by educational goal, program expenditures, general fund income by source, and other topics. (NB)

ED 433 885 JC 990 599

Credit Transfer: Guidelines for Student Transfer and Articulation among Missouri Colleges and Universities.

PUB DATE- 98
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Articulation (Education); *College Transfer Students; Degrees (Academic); Educational Policy; *Governance; Guidelines; Higher Education; Institutional Cooperation; *Policy Formation; *Transfer Policy
IDENTIFIERS- *Missouri

These guidelines, issued by the Coordinating Board for Higher Education in the State of Missouri, are for promoting and facilitating the transfer of students between institutions of higher education within the state. They are issued according to statutory requirements. The guiding principles of this report hold that the transfer process should not be to the advantage or disadvantage to either transfer or native students, and that transfer decisions should be predictable in order to facilitate the workability of the system. The guidelines also state that any changes in the curriculum that affect transfer and articulation agreements should be implemented in a timely manner. The associate of arts degree is the statewide general studies transfer degree, structured for entry into baccalaureate degree programs. This report presents the prescribed general education curriculum and discusses program-to-program institutionally articulated degrees and transfer without a degree. It describes the need for colleges and universities to evaluate the transferability of lower-division credits beyond the associate degree requirements on a case-by-case basis. It reviews policies for admission of transfer students, changes in majors, and credit for non-traditional learning. Review procedures and the appeals process are also detailed. The report concludes with a definition of terms. (NB)

ED 433 886 JC 990 601

a diverse and evolving collection of electronic and traditional resources that students, faculty and staff use to perform research and augment instruction; and (5) infrastructure--the intersection of the other four components, and the "support group" for all equipment and training. The document includes budget summaries for the years 2000 and 2002, as well as a budget detail. Appended are a list of acronyms and the TMCC strategic plan. (CB)

ED 433 904   JC 990 619

Kishwaukee College North Central Accreditation Institutional Self-Study Report.
PUB DATE- 99
NOTE- 261p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; College Faculty; *College Outcomes Assessment; Community Colleges; Educational Resources; Higher Education; *Institutional Evaluation; *Institutional Mission; Organizational Objectives; Program Implementation; Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- Illinois; *Kishwaukee College IL

This report results from a self-study performed by Kishwaukee College in Illinois to prepare for a site visit from the North Central Association for accreditation. It details operations and goal outcomes of the college, and divides these data into eight sections: (1) an introduction, which contains an institutional profile, accreditation history, environmental assessment, and a description of the self-study process; (2) mission and purposes, which discusses the college's mission statements and provides a summary of how its programs and resources help accomplish these missions; (3) human, physical, and financial resources, which describes employment practices and procedures, educational facilities, revenues and expenditures, and student services; (4) accomplishment of purposes, focusing on curriculum and instruction, assessment, and public services; (5) continuing effectiveness; (6) integrity, which discusses student accessibility, fiscal responsibility, and internal policies; (7) conclusion and request for continued accreditation, summarizing the college's overall strengths, challenges and recommendations; and (8) appendices, which include the North Central Questionnaire, the self-study time line, faculty and staff salaries, and various charts and statistics regarding the college's programs and services. (EMH)

ED 433 905   JC 990 620

Wylie, Sally
Teamship Development.
PUB DATE- 99
NOTE- 17p.; Presented at National Institute for Staff and Organizational Development Conference (Austin, TX, May 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Community Relations; Cooperative Learning; *Early Childhood Education; Foreign

Effect of Household Income"; (16) "Family Life"; (17) "A Role Model in the Family"; and (18) "The Effect of Teen Employment." Among the findings, the report notes that most youth indicated that they are positively connected to family and school and continue to view parents as significant sources of support. When asked to assess their schools, most teenagers provide ratings of "A" or "B." The average amount of time spent on homework appears to be on the decline, and the proportion of students who always feel safe in school dropped to 37 percent from 44 percent in 1998. Participation in extracurricular activities is down to 77 percent from 82 percent in 1998. The report includes 35 data tables. (EV)

ED 433 923 PS 027 880

Clark, Rosemarie; Hawkins, Donna; Vachon, Beth
The School-Savvy Parent: 365 Insider Tips To Help You Help Your Child.
PUB DATE- 99
NOTE- 209p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Elementary Education; *Parent Participation; Parent Role; *Parent School Relationship; *Parent Student Relationship; Parent Teacher Cooperation

Written by teachers who are also parents, this guide provides proven and practical advice to help parents of children from kindergarten through middle school be active supporters of their children's educational experiences. Issues covered include transition to school, latchkey issues, and talking with teachers. The tips are categorized as follows: (1) "Back-to-School Tips"; (2) "Home-School Communication"; (3) "Routines to Live By"; (4) "Health and Safety"; (5) "Homework and Tests"; (6) "Talents and Learning Styles"; (7) "Setting Goals"; (8) "Enrichment"; (9) "Personal Responsibility"; (10) "Getting Along with Others"; (11) "Volunteering" and (12) "Holidays and Breaks." (HTH)

ED 433 924 PS 027 881

Ganong, Lawrence H.; Coleman, Marilyn
Changing Families, Changing Responsibilities: Family Obligations Following Divorce and Remarriage.
PUB DATE- 99
NOTE- 203p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Child Custody; Child Support; Children; *Dependents; *Divorce; Family Attitudes; Family Financial Resources; Family Life; Family Needs; Family Problems; Family Relationship; *Family (Sociological Unit); *Family Structure; Grandparents; Kinship; Marriage; Parent Child Relationship; *Parent Responsibility; Parents; *Remarriage; Responsibility; Spouses; Stepfamily

The high incidence of divorce and remarriage means that the structure of American families is changing. Drawing on 13 studies that explore intergenerational obligations, this book discusses the responsibilities of family members to one another after divorce and remarriage. Chapter 1, "Who Is Responsible

*Adolescents; Caregiver Child Relationship; *Child Rearing; *Childhood Needs; *Emotional Development; *Males; Mentors; Moral Development; Parent Child Relationship; Parent Role; Psychological Needs; Social Development; Teacher Role; Teacher Student Relationship
IDENTIFIERS- Character Development

Suggesting that our society does not know enough about adolescent male development to provide them the love they need to become fully responsible, loving, and wise men, this book illuminates the inner lives of both highly functioning and troubled boys to help parents and educators confront the most common moral and emotional dilemmas of adolescent boyhood. The four parts of the book explore the emotional lives of adolescent males, the three stages of male adolescence, educating adolescent boys, and caring for their spirit. The chapters are: (1) "Jason and His Brothers: What It's Really Like for Adolescent Boys in America"; (2) "Protecting the Emotional Lives of Adolescent Boys"; (3) "The Crucial Passage: Nurturing the Second Decade of a Boy's Life"; (4) "Stage 1: The Age of Transformation (Ages 9-13)"; (5) "Stage 2: The Age of Determination (Ages 14-17)"; (6) "Stage 3: The Age of Consolidation (Ages 18-21)"; (7) "Schoolboys: Adolescent Boys and the Educational System"; (8) "Virtual Masculinity: Adolescent Boys and the Media"; (9) "Nurturing the Core of Manhood"; and (10) "The Ten Integrities," which include: lineal, psychological, social, spiritual, moral, emotional, sexual, marital, physical, and intellectual. The book concludes with an epilogue that poses questions for society concerning its role in the development of young men. Contains notes and references organized by chapter. (HTH)

ED 433 942 PS 027 924

Goldstein, Lisa S.; Lake, Vickie E.
Preservice Teachers' Understandings of Caring.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Higher Education; *Preservice Teachers; Teacher Education; Teacher Motivation; Teacher Response; *Teacher Student Relationship
IDENTIFIERS- *Caring

This study examined preservice elementary teachers' understandings of the role of caring in educational contexts. Rather than attending to process variables (the teachers' emergent practices), the study focused on presage variables (the teachers' beliefs and understandings) and the teachers' reflections on their classroom experiences. Participants were 17 students in an Elementary Classroom Organization and Management course. Data comprised the weekly dialogue journal responses (via email) assigned as a course requirement. Journal entries revealed several important and commonly held aspects of the student teachers' understandings of caring: essentialism (that caring and teaching are rooted in instinct), oversimplification (for example, centering beliefs about the relationship of teaching and caring in one's own emotions), and romanticism (idealistic descriptions of caring teaching that showcase preservice teachers' optimism and hope for their lives in the profession while simultaneously reflecting their lack of with Neurological and Non-Neurological Problems" (Douglas Barnett, Kelli Hill Hunt, Christine Butler, John McCaskill IV, Melissa Kaplan-Estrin, and Sandra Pipp-Siegel); (8) "Conceptualizations of Disorganization in the Preschool Years: An Integration" (Douglas Teti); (9) "The Effects on Attachment of Overnight Visitation in Divorced and Separated Families: A Longitudinal Follow-Up" (Judith Solomon and Carol George); and (10) "Explaining Disorganized Attachment: Clues from Research on Mild-to-Moderately Undernourished Children in Chile" (Everett Waters and Marta Valenzuela). Part 4, "Adult and Clinical Applications," contains the following chapters: (11) "Disorganization of Attachment as a Model for Understanding Dissociative Psychopathology" (Giovanni Liotti); (12) "The Adult Attachment Projective: Disorganization of Adult Attachment at the Level of Representation" (Carol George, Malcolm West, and Odette Pettem); (13) "Attachment Quality in Young Children of Mentally Ill Mothers: Contribution of Maternal Caregiving Abilities and Foster Care Context" (Teresa Jacobsen and Laura Miller); and (14) "Resolving the Past and Present: Relations with Attachment Organization" (Robert Pianta, Robert Marvin, and Maria Morog). A summary of procedures for identifying and rating attachment disorganization is appended. Each chapter contains references. (LPP)

ED 433 959   PS 027 967

Mayer, Ellen; Kreider, Holly; Vaughan, Peggy
How Busy Parents Can Help Their Children Learn and Develop. Early Childhood Digest.
SPONS. AGENCY- National Inst. on Early Childhood Development and Education (ED/OERI), Washington, DC.
PUB DATE- 99
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Rearing; Elementary Education; Family School Relationship; Family Work Relationship; *Parent Child Relationship; Parent Materials; Parent Participation; Parent School Relationship; *Parent Student Relationship; Parent Teacher Cooperation; *Parents; Parents as Teachers; Primary Education; Time Management

Although parents are often very busy with work and family responsibilities, there are many things they can do to help their school-age children learn and develop. This early childhood digest for parents provides tips obtained from parents of first and second graders in the School Transition Study on creative ways to stay involved in their children's learning and development. Suggestions are presented in four areas. First, parents can use their time well, such as organizing schedules, doing a few things at once, making daily routines a time for learning, and finding others to help. Second, parents can balance work schedules and family by doing some school things at the beginning of the day, making breakfast the big family meal, and doing things differently on the weekend. Third, parents can stay involved with their child's school by doing small things that fit into that school, using resources offered by the school, and asking the school for help. Fourth, parents can think about what's right for them and use available resources if they need help, such as a family

ED 433 977 RC 022 051

School Size and Class Size in Texas Public Schools. Policy Research Report Number 12.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Advanced Courses; *Class Size; Educational Environment; Educational Policy; Elementary Secondary Education; Enrollment Trends; Expenditure per Student; *Institutional Characteristics; *Public Schools; *School Size; Small Schools; *Teacher Student Ratio
IDENTIFIERS- Large Schools; *Texas

In response to an enrollment increase of 666,961 students over the past 10 years, Texas public schools have increased in both number and size. The number of Texas high schools with over 2,000 students increased by 35 percent from 1987-88 to 1997-98, and these very large schools now make up 14 percent of all regular instructional high schools. Furthermore, the number of elementary and middle schools with 900 or more students increased by 30 and 53 percent, respectively, during that period. Recent research suggests that smaller schools may be more efficient at providing conditions conducive to student learning. One of those conditions is smaller classes. This report presents an overview of findings from school size research conducted nationally over the past two decades. Moreover, school size trends in Texas are described, and the relationship between school size and student academic performance in Texas is analyzed. In addition, Texas policy related to student-teacher ratios and class size is reviewed, and the relationship between student-teacher ratios and school size is examined. Finally, a review of class size research conducted nationally presents findings in the areas of school climate; academic achievement; and principal, teacher, and parent perceptions. Financial considerations in decisions to reduce class size are also discussed. Data tables present school characteristics for various size categories and list class size policies by state. (Contains 84 references and 7 tables.) (SV)

ED 433 978 RC 022 061

Leuthold, Frank O.
Is the Level of Student Academic Performance in Tennessee Public School Systems Related to Level of Expenditures for School Systems?
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Meeting of the Rural Sociological Society (62nd, Chicago, IL, August 4-8, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Educational Equity (Finance); Elementary Secondary Education; *Expenditure per Student; Financial Support; Public Schools; Rural Schools; Rural Urban Differences; *School Districts; *State Aid; *Teacher Salaries; Urban Schools
IDENTIFIERS- *Tennessee

The 1992 Tennessee Education Improvement Act resulted from a successful law suit by smaller and poorer school systems in

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Ecology; *Environmental Education; Higher Education; *Integrated Activities; Lesson Plans; Mathematics Activities; Middle Schools; Outdoor Activities; *Resource Materials; Science Education; Technology Education

This paper describes an inquiry-based, student-centered mathematics, science, and technology curriculum guide. It features activities addressing such environmental science topics as groundwater modeling, water filtration, soil permeability and porosity, water temperature and salinity, and quadrant studies. Activities are organized so that the concepts and techniques are first developed in the classroom, then reinforced in the schoolyard. The concepts are then carried out into the field, the Pine Barrens, or other parts of the ecosystem. This structure encourages the learner to discover the scientific principle and test it, thereby performing individual research. Results are reported from a survey of teachers, non-formal science educators, and students who had completed learning activities based on the curriculum guide. (CCM)

ED 433 996 SE 061 654

Dockterman, David A.
Cooperative Learning and Technology.
PUB DATE- 98
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Software; *Cooperative Learning; *Educational Technology; Elementary Secondary Education; *Grouping (Instructional Purposes); Mathematics Instruction; Science Instruction; Teaching Methods

The process of learning cooperatively improves the acquisition and retention of content and skills throughout the curriculum. This booklet provides information and tips on the use of cooperative learning in the classroom and how technology can be helpful. Tips for groupmaking, self-allocating roles, complementary information, conflicting information, shared responsibility, and software for cooperative learning are discussed. (ASK)

ED 433 997 SE 062 348

Hammer, David
Teacher Inquiry. Center for the Development of Teaching Paper Series.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Educational Assessment; Educational Change; Evaluation; *Inquiry; *Knowledge Base for Teaching; Physics; *Science Education; Secondary Education; Student Needs; Teacher Education; Teacher Student Relationship; *Teaching Methods; *Teaching Skills

The progressive agenda of science education reform, particularly

Cornell Critical Thinking Test - Level X. Analysis of probable cause data revealed that teachers believed that they taught critical thinking skills to their students. Likewise, students indicated that they, too, felt that they were asked to think critically in their classes. However, data from the Cornell Critical Thinking Test indicated shortcomings in the students' ability to think critically. A review of current literature indicated that many teachers are not properly trained to teach and assess critical thinking, even though they believe they are. A review of solution strategies suggested by noted experts in the field of critical thinking, combined with an analysis of the problem setting, resulted in the selection of materials, language, and learning activities that stimulated the students' critical thinking habits in both mathematics and social studies. Post intervention data indicated an increase in student use of the targeted critical thinking skills as measured by the Cornell Critical Thinking Test - Level X. (Contains 35 references.) (Author/WRM)

ED 434 017 SE 062 850

Johnson, Todd M.
A Teacher's Roles and Calculator Tasks in Two Twelfth-grade Mathematics Courses.
PUB DATE- 99
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Calculators; College Mathematics; *College Preparation; Grade 12; High Schools; *Mathematics Instruction; Teaching Methods
IDENTIFIERS- Precalculus

The purpose of this study was to investigate the meanings that a teacher associated with calculators as reflected in the teacher's use of calculators in two 12th-grade mathematics courses, and to link those meanings to the institutions and individuals that supported the development of those meanings. By describing the teacher's conceptions of his roles in terms of the social norm that the teacher should prepare students for post-secondary education, this study linked the different expectations of a university and a technical college to curriculum differentiation at the secondary level. (Contains 22 references.) (Author/ASK)

ED 434 018 SE 062 852

Bug City: Ants Videotape .
PUB DATE- 98
NOTE- 0p.; Hosted by Christina Ricci; featuring Dr. Art Evans.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Animal Behavior; Biology; Ecology; Elementary Education; *Entomology; *Habitats; Science Activities; Science Instruction; *Scientific Concepts; *Wildlife; Zoology
IDENTIFIERS- *Ants

"Bug City" is a video series created to help children (grades 1-6) learn about insects and other small critters. All aspects of bug life are touched upon including body structure, food, habitat, life cycle, mating habits, camouflage, mutualism (symbiosis), adaptations, social behavior, and more. Each program features dramatic microscopic photography and fun commentary and bug facts. The topic of this lesson is ants and many not involved in the process of creating and teaching art. Even for those experienced in teaching visual arts, the process of evaluation is often too subjective and lacking in formative feedback for the student. This paper describes how Process Portfolios along with clearly defined assignment objectives and expectations can help improve the evaluation of student work, and ultimately the work itself. Process Portfolios are tools that can provide the instructor with valuable information which can be used to offer formative evaluation of individual students. (Author/LB)

ED 434 044   SO 030 702

Colorado Model Content Standards: History.
PUB DATE- 95
NOTE- 32p.; For the "Colorado Model Content Standards for Geography" document, see SO 030 703.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Benchmarking; Elementary Secondary Education; *History Instruction; Public Schools; Social Studies; *State Standards; *Student Educational Objectives; *United States History; *World History
IDENTIFIERS- *Colorado

The Colorado Model Content Standards for History address both U.S. and world history, including the history of the Americas, and may well necessitate reorganization of the social studies. The standards guide explains, that because of the increasing interactions among all nations of the world and the effects of these interactions on individuals' daily lives, it is imperative that students have knowledge of the history of the United States and other nations. The six standards outlined in the guide fall into two categories. The first two standards address the processes involved in the study of history, chronological organization, and historical inquiry; while the remaining four standards outline the areas of content to be studied, that is, what students need to know. The six history standards are: (1) students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships; (2) students know how to use the processes and resources of historical inquiry; (3) students understand that societies are diverse and have changed over time; (4) students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history; (5) students understand political institutions and theories that have developed and changed over time; and (6) students know that religious and philosophical ideas have been powerful forces throughout history. Standards are elaborated and divided among grades K-4, 5-8, and 9-12. Benchmarks, according to grade level, are provided to help in the sequence of instruction. (BT)

ED 434 045   SO 030 703

Colorado Model Content Standards for Geography.
PUB DATE- 95
NOTE- 34p.; For the "Colorado Model Content Standards: History" document, see SO 030 702.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Benchmarking; Elementary Secondary Education; *Geography; *Geography Instruction;

"The Core Concept"; (3) "Guiding Principles"; (4) "The Content of the Arts: Strands and Learning Standards"; (5) "The Arts Disciplines: Dance, Music, Theatre, and Visual Arts Strand"; (6) "The Arts in Context: History and Criticism Strand"; (7) "Connections Strand, Learning Standard and Examples"; (8) "References"; and (9) "Resources: Performing Arts Organizations, Museums, Bibliography." The arts framework is designed to be used in conjunction with other Massachusetts curriculum frameworks. Its content parallels that of the federally-funded national "Standards for the Arts: Dance, Music, Theatre, and Visual Arts," developed by the Consortium of National Arts Education Associations under the guidance of the National Committee for Standards in the Arts. (BT)

ED 434 064 SO 031 051

Harris, Laurie Lanzen, Ed.; Abbey, Cherie D., Ed.
Biography Today: Author Series. Profiles of People of Interest to Young Readers. Volume 5, 1999.
PUB DATE- 99
NOTE- 194p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- *Adolescent Literature; *Authors; Biographies; Childrens Literature; Elementary Secondary Education; Language Arts; *Popular Culture; Profiles; Reading Interests; Recreational Reading; Social Studies; Student Interests; *Supplementary Reading Materials
IDENTIFIERS- *Biodata; *Illustrators; Writing for Children

As with the regular issues of "Biography Today," this special subject volume on "Authors" was created to appeal to young readers in a format they can enjoy reading and readily understand. Each volume contains alphabetically-arranged sketches. Each entry in the volume provides at least one picture of the individual profiled, and bold-faced rubrics lead readers to information on birth, youth, early memories, education, hobbies, and honors and awards. Each entry ends with a list of easily accessible sources designed to lead the student to further reading on the individual and a current address. Obituary entries are also included and clearly marked in both the table of contents and at the beginning of the entry. Ten authors are profiled in this volume: (1) Sharon Creech; (2) Michael Crichton; (3) Karen Cushman; (4) Tomie dePaola; (5) Lorraine Hansberry; (6) Karen Hesse; (7) Brian Jacques; (8) Gary Soto; (9) Richard Wright; and (10) Laurence Yep. A series of general, places of birth, and birthday indexes is included. (BT)

ED 434 065 SO 031 056

Guidelines for the Effective Implementation and Administration of Law-Related Education: Including an Addendum for Guidelines for LRE Instructor Training and Program Evaluation.
PUB DATE- 97
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Citizenship Education; *Classroom Techniques; *Law Related Education; Secondary

factors affected the learning outcomes of the students, such as supplemental instruction, teacher preparation flexibility, and initial student ability. Further research is needed to verify the impact of teacher learning styles on student outcomes. (Contains 14 references.) (Author/SM)

ED 434 084 SP 038 768

Pultorak, Edward

Powerful Teacher Education: A Shared Decision Making Approach To Impact Public Policy.

PUB DATE- 99

NOTE- 17p.; Paper presented at the Summer Meeting of the Association of Teacher Educators (San Antonio, TX, August 1999).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Alternative Teacher Certification; Beginning Teacher Induction; *Educational Change; Educational Legislation; Elementary Secondary Education; Higher Education; Mentors; National Standards; *Participative Decision Making; *Preservice Teacher Education; *Public Policy; State Legislation; State Standards

IDENTIFIERS- Illinois

This paper discusses recent Illinois legislation related to education reform and some collaborative approaches being used to impact public policy. It shares implementation updates regarding the rules and regulations attached to the legislation and how these changes could impact educational excellence, equity, and accountability in the 21st century. The Illinois Association of Teacher Educators Legislative Ad Hoc Committee reviewed a 1996 IATE position paper for all items that were still important, developed a survey instrument to collect membership input regarding current issues, and shared survey findings. This paper states survey results in percentage of agreement of the 40 individuals who completed the survey. Nearly all agreed that IATE should encourage the continuous review of all regulations and laws pertaining to Illinois teacher education. Just under half felt that new standards for Illinois teacher education programs were not flexible enough. Most felt that the new standards for Illinois teacher education programs should be aligned with national standards. Three quarters believed the Illinois State Board of Education should require an induction program during the 4-year initial certification period. Most believed mentor teachers should receive professional development credit for mentoring student teachers. Most also believed that, in alternative teacher certification, students must complete a practice teaching experience that addresses four important issues. An appendix presents raw survey results with abbreviated questions. (SM)

ED 434 085 SP 038 770

Chodzko-Zajko, Wojtek J.

Physical Activity and Aging: Implications for Health and Quality of Life in Older Persons.

PUB DATE- 98

NOTE- 9p.; For another Research Digest in this series, see SP 038 771.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

ED 434 105 SP 038 793

Miller, John P.
Education and the Soul. Toward a Spiritual Curriculum.
PUB DATE- 00
NOTE- 168p.; Foreword by Thomas Moore.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Art Education; Consciousness Raising; Creative Teaching; Creative Writing; Curriculum Development; Dramatics; Dreams; Elementary Secondary Education; Higher Education; *Holistic Approach; Journal Writing; Love; Meditation; Music Education; Philosophy; Religion; School Culture; *Spirituality; Teacher Characteristics; Teaching Methods
IDENTIFIERS- Guided Imagery; *Spiritual Development; *Spiritual Health

This book addresses how the soul can be nourished in educational settings, exploring the nature of the soul and offering teaching/learning approaches that can be used to nurture the development of students' souls. The book also examines how institutions such as schools have souls and what can be done to care for a school's spiritual life. After a foreword, "The Soul as Educator" (Thomas Moore), Part 1, "Exploring Soul," presents the first three chapters: (1) "Education and the Soul," (2) "Conceptions of the Soul," and (3) "Love and Work." Part 2, "Nurturing Soul," includes chapters 4-9: (4) "Curriculum for the Inner Life," (5) "Arts Education and the Soul," (6) "Earth and the Soul," (7) "The Soulful School," (8) "The Soulful Teacher," and (9) "Change and the Soul." (Contains approximately 125 references.) (SM)

ED 434 106 SP 038 794

Cox, Carolyn C.
Consumer Health: Does Advertising Work on You? and Evaluating a Product's Health Claims.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Advertising; *Consumer Education; Consumer Protection; Health Education; High School Students; High Schools; *Mass Media Effects; Middle School Students; Middle Schools; *Purchasing

This paper describes lessons for teaching middle and high school students how to determine if they are influenced by the power of advertising and how to evaluate a product's health claims. To determine the influence of advertising, teachers have high school students discuss what their latest health product/service purchase was, why they bought it, and whether advertising had any effect on their spending. The instructor creates an advertising slogan quiz and tests students on their knowledge. In pairs, students create a quiz that contains two slogans for oral presentation. The class attempts to answer with the correct product/service. Students observe one advertisement in the mass or print media that has an influential slogan, then the teacher presents it as an oral quiz during the next class as a review. To evaluate a product's

Washington, DC.
PUB DATE- 98
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Data Collection; Educational Finance; Educational Policy; Elementary Secondary Education; *Expenditures; Focus Groups; National Surveys; Pilot Projects; *Public Schools; Research Methodology; *Resource Allocation; *Schools; Test Construction

Data are not available to inform education policy discussion regarding how resources are allocated both within and among schools. This study was conducted to develop and pilot test a questionnaire that would collect school-level expenditure data. This report describes the three site visits and focus group conducted for this project, findings from pilot tests of two versions of questionnaires (one in seven districts and one in eight school districts), and the revised instrument, the "Public School Expenditure Survey." Both pilot instruments were developed as mailed questionnaires linked to the Schools and Staffing Survey. Collecting data by the functional categories defined by the National Center for Education Statistics was the challenge that was most clearly met by the developed instrument. The instrument also shows that it is possible to collect school-level data, but the drawback is that the instrument must be fairly complex and thus creates a burden for the respondent. One appendix contains the instrument, and the other explains common errors that cause data inconsistency. (SLD)

ED 434 127 TM 030 089

Bushery, John; Schreiner, Irwin; Sebron, Gene
Response Variance in the 1993-94 Schools and Staffing Survey: A Reinterview Report. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Census Figures; Data Collection; Elementary Secondary Education; Interviews; *National Surveys; *Research Problems; *Responses; Tables (Data); Teachers; Test Interpretation
IDENTIFIERS- *Schools and Staffing Survey (NCES); *Variance (Statistical)

The Schools and Staffing Survey (SASS) is an integrated set of surveys that has been conducted by the U.S. Census Bureau for the National Center for Education Statistics (NCES) in 1987-88, 1990-91, and 1993-94. In each of those school years, the Census Bureau also conducted a reinterview of the administrators, schools, and teachers. This report contains the reinterview results from the 1993-94 school year. The reinterviews evaluated a subset of survey questions for response variance. Thirty-nine percent of the questions evaluated in the Teacher Survey displayed high response variance, but most questions evaluated from the school survey displayed low response variance. Almost half of the questions evaluated in the reinterview for the administrator survey displayed high the survey data. (Contains sample letters, figures, checklists, data sets, and forms.) (SLD)

ED 434 148 TM 030 112

Meijer, Rob R.; Sijtsma, Klaas
A Review of Methods for Evaluating the Fit of Item Score Patterns on a Test. Research Report 99-01.
PUB DATE- 99
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Evaluation Methods; *Goodness of Fit; *Item Response Theory; Personality Measures; *Scores; Test Construction; *Test Items
IDENTIFIERS- *Person Fit Measures

Methods are discussed that can be used to investigate the fit of an item score pattern to a test model. Model-based tests and personality inventories are administered to more than 100 million people a year and, as a result, individual fit is of great concern. Item Response Theory (IRT) modeling and person-fit statistics that are formulated in the context of IRT take a prominent place in the literature. Person-fit statistics are extensively discussed in this paper. Also, methods formulated outside the IRT context and methods to investigate particular types of response behavior are discussed. The aim of this paper is to give the researcher an idea of the possibilities in this research area by emphasizing the similarities of most person-fit methods and by discussing the pros and cons of the methods. (Contains 98 references and a list of University of Twente research reports.) (Author/SLD)

ED 434 149 TM 030 113

van der Linden, Wim J.
Adaptive Testing with Equated Number-Correct Scoring. Research Report 99-02.
PUB DATE- 99
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ability; *Adaptive Testing; Algorithms; Computer Assisted Testing; *Equated Scores; Estimation (Mathematics); Item Response Theory; Test Format
IDENTIFIERS- Law School Admission Test; *Number Right Scoring

A constrained computerized adaptive testing (CAT) algorithm is presented that automatically equates the number-correct scores on adaptive tests. The algorithm can be used to equate number-correct scores across different administrations of the same adaptive test as well as to an external reference test. The constraints are derived from a set of conditions on item response functions that guarantees the observed number-correct score distributions on two forms to be identical (W. van der Linden and R. Luecht, 1998). An item pool from the Law School Admission Test is used to compare the results of the algorithm with those for traditional observed-score equating of ability estimates to number-correct scores as well as the transformation to predicted number-correct scores through the test characteristic function. The effects of the constraints on the statistical properties of the ability estimator are

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Programs; Educational Change; Elementary Secondary Education; Participation; *Prevention; Program Development; Program Implementation; *Resilience (Personality)

This booklet is designed to assist people in implementing strategies to prevent negative outcomes for children. The process starts with the individual, acknowledging an inside-out approach to change. The next component in the model is a set of research-based facts that promote resilience by focusing on strengths instead of deficits. What follows is a process that recognizes the importance of everyone's involvement. The continuing improvement component recognizes the need to plan systematically and to assess and improve on current efforts continually. The last component in the process is a focus on support, which includes training, technical assistance, and the resources needed to implement effective prevention strategies. Suggestions are given for each of these components. Contains 67 references. Appendixes contain a graphic to illustrate the process, a definition of the educational phases of the process continuum, and an example of a continuing improvement plan. (SLD)

ED 434 170 UD 033 099

Webb, Michael B.
African American Adult Literacy: A Look at the National Adult Literacy Survey.
PUB DATE- 96
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Adult Literacy; *Blacks; Community Change; *Educational Policy; Educational Practices; Hispanic Americans; Models; National Surveys; *Social Problems
IDENTIFIERS- *African Americans; *National Adult Literacy Survey (NCES)

This paper discusses the problem of African American adult literacy not as a problem of individuals, but as a problem integrally connected to African American communities. Part 1 describes the National Adult Literacy Survey (NALS) and provides an overview of results for African Americans. The NALS sample was composed of approximately 13,600 adults, with oversamples of African Americans and Hispanic Americans to provide data for meaningful generalizations and comparisons. Parts 2 and 3 suggest that literacy proficiency is linked to social and economic problems facing African Americans, problems that prevent far too many African Americans from reaching full development. Part 4 discusses literacy proficiency in the context of development. This section suggests a framework for discussions of literacy based on a concept of development that encompasses the individual, the family, and the community. Part 5 presents some recommendations regarding policies and practices to improve African American adult literacy. (Contains 13 tables and 29 references.) (SLD)

ED 434 171 UD 033 100

Riordan, Cornelius

Bowles, Patricia; Jeffrey, Phillip
1977-1997 Fall Enrollment by Race/Ethnicity.
PUB DATE- 98
NOTE- 256p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indians; Educational Trends; Elementary Secondary Education; *Enrollment; Enrollment Trends; *Ethnicity; Hispanic Americans; *Minority Groups; Racial Differences; School Demography; Tables (Data)
IDENTIFIERS- *Utah

Data are provided about student enrollment by race/ethnicity in Utah since 1977, the first year that this enrollment information was available. The growth in enrollment in Utah's schools since 1977 has primarily resulted from internal growth, with a secondary increase because of migration. From 1977, enrollment increased at a strong 2.2% or more a year until 1987. Then, in a period of economic recession, growth dipped below 2.2% until 1990. The rate remained at 2.1% for 2 years, and has since declined to less than 1.0% per year. This decline is a demographic phenomenon as the baby boomers leave the child-bearing years. It is projected that statewide enrollment rates will increase after the year 2000. As reflected in the 1997 total enrollment percentages, most students by race/ethnic category also live in four metropolitan counties. Most of Utah's minority group students live in these counties, with the exception of American Indians, who are more likely to live in rural areas. There are only six states with less racial and ethnic diversity than Utah, where about 89% of the students are white. Other groups are experiencing strong growth in percentage terms, although there numbers are still small. Hispanics are experiencing a 7.5% growth rate, and there were over 31,000 Hispanic students enrolled in 1997. Tables contain information about the state's 40 school districts. (Contains 1 map, 6 charts, and 113 tables.) (SLD)

ED 434 192 UD 033 123

Foster, Victoria
Education: A Site of Desire and Threat for Australian Girls.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19- 23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; Disadvantaged Youth; Elementary Secondary Education; *Females; Foreign Countries; *Sex Differences; Sex Discrimination; *Womens Education
IDENTIFIERS- *Australia; Masculinity

In recent years there has been an international backlash against the status of girls as learners, with many people asserting that boys are suffering from new forms of educational disadvantage as girls achieve academically. This paper develops the notion of the space-between, a heuristic device to analyze and explain girls' experiences of contemporary events in education. It explores the lack of change in post-school outcomes for girls, the insignificant degree of change in the

Faris, Shannon K.
Community Colleges: Innovators of Entrepreneurial Spirit. Digest Number 98-4.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Community Colleges; Educational Change; *Educational Finance; Educational Trends; *Entrepreneurship; Federal Aid; *Financial Support; Fund Raising; School Funds; *State Aid; Two Year Colleges

This article considers the current trend of community colleges to aggressively seek outside funding, above and beyond the contributions of federal and state governments. Over the past twenty years, student and market demand has outpaced the willingness as well as the ability of federal and state governments to contribute to community college funding. Public colleges in the United States now raise more extramural funds than do private colleges. Two-year colleges are the fastest growing sector of higher education yet they receive far less federal and state support than do four-year colleges and universities. Academic entrepreneurship is, for the most part, a recent development, hence very little conceptual literature exists on the topic as it applies to the United States. The paper refers to one such recent study of European universities which can be applied to U.S. institutions. The study, by Burton Clark, identifies five elements common among successful entrepreneurial institutions: (1) a strengthened steering core; (2) an expanded developmental periphery; (3) a diversified funding base; (4) a stimulated academic heartland; and (5) an integrated entrepreneurial culture. The author cites Delaware Technical and Community College as an example of a college that successfully integrates Clark's five entrepreneurial elements. The article concludes that the "good old days" of publicly supported higher education are not likely to return. (NB)

ED 433 887 JC 990 602

Cooney, Frank
Salt Lake Community College Fall Semester 1998 New Student Follow-up Survey Report. Office of Planning and Research.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *College Transfer Students; Community Colleges; Enrollment; Higher Education; Student Attitudes; *Student Educational Objectives; Transfer Policy; *Two Year College Students
IDENTIFIERS- *Salt Lake Community College UT

This report presents the findings of a survey of students who enrolled for the first time at Salt Lake Community College (Utah) in the fall of 1998. New students included both freshmen and transfers, but excluded concurrently enrolled high school students, students who enrolled but dropped out, and those enrolled in short-term training programs. The report finds that the two most important educational goals for new students are transferring to a four-year university (42%), and obtaining a degree and immediately proceeding to work in that field (20%). The study also finds, however, that the goal and the reality are not always the same. The report presents these findings in

Countries; *Partnerships in Education; *Teaching Models; Team Training; *Teamwork; Two Year Colleges
IDENTIFIERS- *Humber College ON

The early childhood education department at Humber College in Toronto has developed a model for team collaboration that has been successful for 10 years. This model provides for the development of teamwork skills by their students by engaging them in assignments that require collaboration with college instructors and professionals outside the college in order to plan and implement a project for a community early childhood education site. This article explains how the model works: It empowers students by allowing them to make decisions within certain parameters and work with faculty and professionals outside the college environment on "real" projects that affect the lives of community members. The faculty and professionals assist students in setting realistic goals and help them to carry out the project, which is included as part of their field experience. The article also contains copies of the contract that is signed between the students and their respective team members, an example of a project outline, and masters for overhead transparencies. (CB)

ED 433 906 JC 990 621

Columbia Basin College Assessment Resource Guide.
PUB DATE- 99
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Outcomes Assessment; *Educational Assessment; *Performance Based Assessment; Resource Materials; Student Evaluation; Test Use; Two Year Colleges; Vocational Evaluation
IDENTIFIERS- *Columbia Basin College WA

This resource guide was published as part of the college-wide assessment and evaluation activities at Columbia Basin College (Washington) in 1997. The purpose in producing the document was to meet the need for some guidelines and written information about how to develop an assessment plan, the different ways to assess that plan, and how to use the results. The first chapter provides guidelines for designing an assessment. The second chapter discusses the development of departmental goals and objectives/outcomes for learning. Chapter 3 addresses using surveys for assessment, and chapter 4 deals with the use of tests for assessment. The fifth chapter provides guidelines for performance-based assessment measures including portfolios. Chapter 6 addresses the use of institutional data for assessment. An overview of other assessment techniques including interviews, focus groups, unobtrusive measure, and anecdotal records, logs, and journals is included in chapter 7. Chapter 8 provides strategies for reporting and using assessment results. Many chapters include question and answer sections, exercises, and checklists. Several appendices contain examples of outcomes and assessment tools. (CB)

ED 433 907 PS 026 927

Sylwester, Robert
Robert Sylwester on Social Interaction and Brain Development. Windows to the Mind, Volume 1. Videotape .

for Dependent Family Members?," presents an overview of the book, including the book's purpose and organization, definitions of family responsibility and family obligations, definitions of kinship, and historical perspectives on family responsibility. Chapter 2, "Parental Financial Support of Children Following Divorce," discusses child support and custody arrangements, including beliefs about parents' and stepparents' financial obligations to children, attitudes toward child support, and fathers' child support obligations. Chapter 3, "Mom's House? Dad's House? Parents' Responsibility To Assume Physical Custody of Children," discusses physical custody issues, including legal custody status and attitudes about physical custody shifts and whether physical custody is a gendered phenomenon. Chapter 4, "Older Family Members' Financial Obligations to Younger Generations," explores grandparents' and stepgrandparents' roles and responsibilities and their attitudes toward inheritance following divorce and remarriage. Chapter 5, "Adults' Obligations to Parents, In-Laws, and Stepparents: A Review of the Literature," explores the literature on filial obligations, perceived responsibilities to in-laws, and obligations to stepparents. Chapter 6, "(Step)Filial Obligations," explores attitudes about filial responsibilities to help older divorced parents and stepparents. Chapter 7, "Responsibilities to Elders after the Divorce of the Middle Generation," presents the results of three studies on the effects of marital transitions on perceived obligations to elders. Chapter 8, "Building Models of Intergenerational Obligations," synthesizes the results of the studies discussed in the book, offers propositions about perceived responsibilities in families, and suggests an agenda for researchers. The book's two appendices detail vignettes and methods used in the family obligations studies. Contains 288 references. (LPP)

ED 433 925   PS 027 882

Georgia Kids Count Factbook, 1998-99.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 115p.; For 1996-97 edition, see ED 402 095.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adolescents; Birth Weight; Births to Single Women; Brain; Child Abuse; Child Neglect; Child Welfare; *Children; *Counties; Crime; Dropout Rate; Early Parenthood; Economically Disadvantaged; Family Income; Infant Mortality; Infants; Poverty; Racial Differences; *Social Indicators; State Surveys; Statistical Studies; Statistical Surveys; Tables (Data); Violence; *Well Being
IDENTIFIERS- Arrests; *Georgia; *Indicators

This Kids Count factbook presents statistical data and examines trends for 10 indicators of children's well-being in Georgia. The indicators are: (1) low birthweight babies; (2) infant mortality; (3) child deaths; (4) teen deaths by accident, homicide, and suicide; (5) juvenile arrests; (6) reading and math scores on the Iowa Test of Basic Skills; (7) high school dropouts; (8) births to teens; (9) families starting at risk of poverty; and (10) abused and neglected children. Each indicator includes a definition, a summary of state-level statistics, Georgia's national rank on that indicator (if available), and information highlighting an adjunct issue. Each indicator also has a data table containing statistics for all 159 Georgia real-world experience in classrooms). The study concluded that these understandings are troubling to teacher educators because they make novice teachers vulnerable to burnout, exhaustion, and perfectionism, but that these preconceptions also offer an ideal starting point for productive, educative dialogue about caring and elementary school teaching practice. (Contains 36 references.) (EV)

ED 433 943 PS 027 925

Dahlberg, Gunilla; Moss, Peter; Pence, Alan
Beyond Quality in Early Childhood Education and Care: Postmodern Perspectives.
PUB DATE- 99
NOTE- 214p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Children; *Day Care; Definitions; Discourse Analysis; *Early Childhood Education; *Educational Philosophy; Educational Principles; *Educational Quality; Ethics; Political Science; Program Evaluation; Value Judgment; Values
IDENTIFIERS- *Day Care Quality; Postmodernism

Working with postmodern ideas, this book questions the search to define and measure quality in the early childhood field and its tendency to reduce philosophical issues of value to purely technical and managerial issues of expert knowledge and measurement. The book argues that there are ways other than the "discourse of quality" for understanding and evaluating early childhood pedagogical work, and relates these to alternative ways of understanding early childhood itself and the purposes of early childhood institutions, resulting in a reconceptualization of early childhood education and care. Taking a broad perspective, the book relates issues of early childhood to the sociology of childhood, philosophy, ethics, political science, and other fields. The book maintains that the concept and language of quality cannot accommodate issues such as diversity and multiple perspectives, contextual specificity, and subjectivity and asserts that a new concept is required, called "meaning making." The book places these issues in a global context and draws on work from Canada, Sweden, and Italy, including the nurseries in Reggio Emilia, Italy. Contains approximately 200 references. (KB)

ED 433 944 PS 027 926

Newton, Marion F., Ed.
Campus Child Care News, 1998.
PUB DATE- 98
NOTE- 32p.; Published three times a year.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Campuses; Child Advocacy; Children; Colleges; *Day Care; *Day Care Centers; Early Childhood Education; Federal Legislation; Higher Education; Newsletters; Organizations (Groups); Program Descriptions
IDENTIFIERS- *Campus Child Care; National Coalition for Campus Child Care Inc

This document is comprised of the three 1998 issues of a newsletter disseminating information on the National Coalition for Campus Child Care Centers (NCCCC) and providing a forum for news, research, and information concerning campus child care resource center or parent education programs. (KB)

ED 433 960 PS 027 969

Papatheodorou, Theodora; Gill, Janet
The Use of Magic/Mythic Stories and Their Relevance to Children's Development: The Case of the Father Christmas Story.
PUB DATE- 99
NOTE- 38p.; Paper presented at the Annual Meeting of the European Early Childhood Education Research Association (EECERA) Conference (9th, Helsinki, Finland, September 1-4, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; Emotional Development; Foreign Countries; *Holidays; Longitudinal Studies; *Mythology; *Parent Attitudes; Parent Child Relationship; *Parents; Religious Holidays; Values; *Young Children
IDENTIFIERS- Christmas; England; *Santa Claus; Spiritual Development

The story of Father Christmas is widespread across Europe and beyond, and for almost six weeks each year dominates children's and adults' lives. This longitudinal study examined parental practices and attitudes towards the Father Christmas story. Participating during the first phase of the study, conducted during November and December 1998, were parents and guardians of children up to the age of 8 residing in the East Anglia region in the United Kingdom. Their practices and attitudes were identified through 318 mail questionnaires (53 percent response rate) and 10 interviews. A purposive sample was used to obtain views of parents from diverse backgrounds. Questionnaire data indicated that parents overwhelmingly reported that they celebrate Father Christmas, that they had been brought up to believe in Father Christmas, and that they encourage their children to believe in him. Most parents reported that they found out gradually that Father Christmas was not real and they did not recall strong feelings about it. The majority stated that Father Christmas was real for their children, especially 4- to 6-year-olds, and that they expected the children to find out that Father Christmas was imaginary between 7 and 10 years of age. Parents believed that Father Christmas had no real adverse effects on children, highly rated the magical experience and feelings of excitement and wonder associated with it, and acknowledged to a lesser degree values conveyed by the Father Christmas story. The majority of parents indicated that Father Christmas was celebrated in their children's schools/nurseries. (Contains 39 references.) (Author/KB)

ED 433 961 PS 027 971

Stainthorp, Rhona; Hughes, Diana
Learning from Children Who Read at an Early Age.
PUB DATE- 99
NOTE- 188p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Childrens Writing; Early Childhood Education; *Early Reading; Emergent Literacy; Foreign Countries; Handwriting; Letters (Alphabet); *Reading Instruction; Reading Materials; *Reading Processes; Reading Research; Reading Skills; Spelling; Writing Skills

Tennessee concerning equity of funding. The Act established the Basic Education Program (BEP), which increased the state sales tax rate, shifted state funds from better funded to poorer school systems, and required systematic student testing to improve accountability. This paper examines the underlying assumption of the lawsuit and BEP that funding levels and pupil performance are positively associated. Tennessee has 138 school districts, including 93 county school districts, 31 city or municipal districts, and 14 special districts. In 1995-96, the mean expenditure per pupil was $4,612 statewide and ranged from $3,558 to $6,991. Per pupil expenditures and teacher salaries were higher in city districts than in county districts. Correlation coefficients were obtained between two measures of expenditures (mean expenditure per pupil and mean teacher salary) and five measures of student achievement. Although levels of student performance varied greatly among school districts, there was no significant relationship between expenditures per pupil and pupil achievement when teacher salaries were controlled. Mean teacher salary had low positive relationships with pupil performance but explained less than 15 percent of variance of performance. The 21 school districts that exceeded state and national means for achievement included all types of districts, including 6 small rural county districts. Unknown variables account for most of the performance differences. (SV)

ED 433 979   RC 022 064

Rivera, Amelia A.; Anderson, Sharon K.; Middleton, Valerie A.
A Career Development Model for Mexican-American Women.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Conference of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Choice; *Career Development; *Females; *Hispanic American Culture; *Mexican Americans; Models; *Role Conflict; Self Efficacy; Sex Role; Social Bias; Values
IDENTIFIERS- Chicanas

A career development model attempts to capture the complexity of Mexican American women's life experiences within a culture driven by Western values toward work, family, and education. The model suggests that the career development process of Mexican American women is different than that of men and of White non-Mexican American women and that Mexican American women deal with particular issues when making career choices. Values, social issues, and culture are components of the career development model. As Mexican American women consider their values, they may question how a career choice will affect or change their value system. Social issues either create or hinder career opportunities for Mexican American women. These issues relate to class, educational level, discrimination, and employment participation. Career decisions become complex for Mexican American women when the element of culture is added to the process. Language, family structure and obligations, traditional sex roles, and religious factors are important elements of culture that impact career decisions. The complexity of the career choice process is demonstrated through a case scenario. Career choices interact reciprocally with values, attitudes, and self-efficacy. Career counseling the goal of promoting student inquiry, places substantial intellectual demands on teachers. If this reform is to succeed, the education community must do more to appreciate and address its demands. This paper presents three examples of high school physics teachers' conversations about "snippets" of each others' work with students. The purposes are: (1) to highlight the central role and intellectual demands of teacher inquiry, in particular teachers' diagnoses of students' strengths and needs; (2) to suggest that teachers often experience and express their diagnoses in terms of instructional strategies; and (3) to suggest that the value of educational research for instruction be understood primarily with respect to what it may contribute to teacher inquiry. (Contains 15 references.) (Author/ASK)

ED 433 998 SE 062 752

Hitt, Fernando, Ed.; Santos, Manuel, Ed.
Proceedings of the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (21st, Cuernavaca, Morelos, Mexico, October 23-26, 1999).
PUB DATE- 99
NOTE- 895p.; For volume 2, see SE 062 753.
LANGUAGE- English
EDRS Price- MF06/PC36 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Algebra; *Educational Assessment; Elementary Secondary Education; Functions (Mathematics); Graphs; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Thinking Skills; *Visualization
IDENTIFIERS- *Representations (Mathematics)

This two volume collection of proceedings contains working group reports, research reports, oral reports, poster session reports and discussion group reports presented at PME-NA 21. Only the plenary and research reports are full reports; the others are brief abstracts. Full reports include: (1) "Representation, Vision and Visualization: Cognitive Functions in Mathematical Thinking. Basic Issues for Learning" (Raymond Duval); (2) "On the Development of Human Representational Competence from an Evolutionary Point of View: From Episodic to Virtual Culture" (James J. Kaput); (3) "Representation and Evolution: A Discussion of Duval's and Kaput's Papers" (Patrick Thompson); (4) "The Role of Visual Representations in the Learning of Mathematics" (Abraham Arcavi); (5) "Concept and Representation in the Research on Probability Education" (Ana Marza Ojeda Salazar); (6) "On Representations and Situated Tools" (Luis Moreno Armella); (7) "Language Use in Embodied Action and Interaction in Knowing Fractions" (Thomas Kieren); (8) "The Use of Technology as a Means to Explore Mathematics Qualities in Proposed Problems" (Manuel Santos Trigo); (9) "Rethinking Representations" (Luis Radford); (10) "On Visualization and Generalization in Mathematics" (Norma C. Presmeg); (11) "School Algebra: Theory and Practice" (Eugenio Filloy, Teresa Rojano, James Kaput, Carolyn Kieran, Luis Puig, and Tenoch Cedillo); (12) "Social and Cultural Contexts in Mathematics Pedagogy (Yolanda de la Cruz); (13) "Determining Linearity: The Use of Visualization in Problem Solving" (Despina A. Stylianou and Ed Dubinsky); (14) "Mathematical Representation of Money Interest" (Youngyul Oh); (15) "The Notation Students Develop to Express a Rule" (Carol W. Bellisio and Alice S. Alston); (16) "Professionals Read Graphs (Imperfectly?)" (Wolff-Michael contains information on the vastly different lifestyles, social behaviors, and appearances of the many species of ants. A demonstration of how to build a formicarium--an artificial ant nest that allows students to observe how ants live, work, and behave--is also given. The Teacher's Guide, which is included with the video, may be downloaded from the Internet. (WRM)

ED 434 019 SE 062 853

Bug City: Aquatic Insects Videotape .
PUB DATE- 98
NOTE- Op.; Hosted by Christina Ricci; featuring Dr. Art Evans. For other tapes in series, see SE 062 852-861.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Animal Behavior; Biology; Ecology; Elementary Education; *Entomology; *Habitats; Science Activities; Science Instruction; *Scientific Concepts; Videotape Recordings; Water; *Wildlife; Zoology
IDENTIFIERS- *Aquatic Life; *Insects

"Bug City" is a video series created to help children learn about insects and other small critters. All aspects of bug life are touched upon including body structure, food, habitat, life cycle, mating habits, camouflage, mutualism (symbiosis), adaptations, social behavior, and more. Each program features dramatic microscopic photography, fun commentary, and bug facts. A teaching guide is also included. The topic of this lesson is aquatic insects and contains information on dragonflies, damselflies, water-striders, backswimmers, and other species. Instructions for creating an aquascope for observing water-dwelling insects are presented. (WRM)

ED 434 020 SE 062 854

Bug City: Bees Videotape .
PUB DATE- 98
NOTE- Op.; Hosted by Christina Ricci; featuring Dr. Art Evans. For other tapes in series, see SE 062 852-861.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Animal Behavior; Biology; Ecology; Elementary Education; *Entomology; *Habitats; Science Activities; Science Instruction; *Scientific Concepts; Videotape Recordings; *Wildlife; Zoology
IDENTIFIERS- *Bees

"Bug City" is a video series created to help children learn about insects and other small critters. All aspects of bug life are touched upon including body structure, food, habitat, life cycle, mating habits, camouflage, mutualism (symbiosis), adaptations, social behavior, and more. Each program features dramatic microscopic photography, fun commentary, and bug facts. A teaching guide is also included. The topic of this lesson is bees and contains information on pollination, bee social behavior, and bee life cycle with video footage of a newborn hatching. An activity for making a bee's nest with plastic straws is also presented. (WRM)

ED 434 021 SE 062 855

Bug City: Beetles Videotape .
PUB DATE- 98
NOTE- Op.; Hosted by Christina Ricci; featuring Dr. Art Evans.

*Public Schools; Social Studies; *State Standards; *Student Educational Objectives
IDENTIFIERS- *Colorado

The geography standards for Colorado schools offer suggestions for geography education that prepare students to cope with the complexities of contemporary life. The standards give students a firm grasp of the place and terrain that surrounds them; the patterns of human development around the world; and the interactions of peoples, places, and environments. According to the standards, a "geographically informed citizen" should be able to know and understand facts, concepts, and generalizations about geography; apply geographic skills to observe, gather, organize, analyze, and present information; and use geographic perspectives to evaluate, make decisions about, and report on issues, processes, and events. The standards are arranged in an orderly progression from conceptually simple to complex and from acquisition of basic knowledge to the synthesis and application of knowledge. The six standards state that students should know: (1) how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments; (2) the physical and human characteristics of places, and use this knowledge to define and study regions and their patterns of change; (3) how physical processes shape the Earth's surface patterns and systems; (4) how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict; (5) the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources; and (6) how to apply knowledge of people, places, and environments to understand the past and present and to plan for the future. Standards are divided among grades K-4, 5-8, and 9-12. (BT)

ED 434 046 SO 030 729

Grubb, Deborah; Osborne, Jeanne; Fasko, Daniel, Jr.
Core Values: After Three Years of Research, What Do We Know?
PUB DATE- 98
NOTE- 44p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; High Schools; Public Schools; Student Surveys; Teacher Surveys; *Values; *Values Education
IDENTIFIERS- *Character Education; Kentucky (East); Phi Delta Kappa; Values Research

Teen violence, crime, drug abuse, and unwed mothers are a concern to parents and educators. This research has been guided by a study by Phi Delta Kappa on "core values" that was undertaken to determine if there are common values, such as honesty, civility, equality, freedom, and responsibility, on which all people in the United States agree. This paper discusses what values educators and adolescents hold and compares those beliefs with the educators' predictions of the teens' beliefs. A sample of high school students, teachers, and administrators in rural eastern Kentucky were previously surveyed to provide their views to surveys originally developed by Phi Delta Kappa's (PDK), "What Do You Really Believe?" for teens and "How Would Teenagers Respond?" for educators, as well as a revision of the "What Do You Really Believe?" survey for educators.

Education; Social Studies; *State Standards; Substance Abuse; Theory Practice Relationship
IDENTIFIERS- *Colorado; United States Constitution

This booklet defines law-related education as an educational program for teaching non-lawyers about law, the legal system, and the fundamental principles and values on which constitutional democracy is based. The program's approach is characterized by relevant curriculum materials, interactive teaching strategies, and extensive use of the experience of community resource persons. It particularly focuses on at-risk youth who would benefit from good peer and teacher role models. The booklet offers the following six guidelines: (1) prepare outside resource persons properly for the law-related education (LRE) classroom; (2) use cooperative learning teaching strategies that foster interaction and joint work among students; (3) select and present judicious and illustrative materials (including guided debate around controversial cases); (4) provide quality instruction (in terms of mastery learning, proactive classroom management, and cooperative team learning); (5) provide teachers and/or instructors with access to localized, professional peer support; and (6) emphasize building administrators' involvement as essential in supporting LRE goals. Each guideline has a rationale or theory and suggestions for classroom application and research. A glossary of relevant terms is furnished, as well as a 9-item bibliography. An addendum contains law-related education training and evaluation guidelines about substance abuse and gang prevention. (BT)

ED 434 066 SO 031 057

Dagan, Myriam; Al-Aarj, Shireen
Proposed Curriculum, Written by: The Peace Education Forum for Palestinian and Israeli Educators.
PUB DATE- 98
NOTE- 31p.; Supported by "People to People Program."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; *Educational Objectives; Elementary Secondary Education; Foreign Countries; *Intercultural Communication; Learning Activities; *Peace; Prosocial Behavior; Social Studies; Student Needs
IDENTIFIERS- Dialogic Communication; *Israel; Israelis; Palestinian Arabs; *Peace Education

This booklet is the result of more than one year of meetings from 1997 to 1998 between 16 Palestinian and Jewish Israeli educators from both formal and informal educational systems. The establishment of this forum was supported by the "People to People Program" whose main goal is to enhance dialogue and relations between Palestinians and Israelis based on equality and reciprocity. The booklet documents long discussions of difficult issues, of insights from those discussions, and of the will and commitment of all the participants to educate for peace and dialogue in both societies. The booklet includes the description of the group process, activities on four different subjects, and the impressions of some of the participants. The proposed activities in the booklet represent just the first draft. The group will continue to meet and to use the proposed activities in their schools. After getting feedback from the students about the activities, the educators will work to improve them. (BT)

DESCRIPTORS- Aging (Individuals); Cardiovascular System; *Health Promotion; Muscular Strength; *Older Adults; *Physical Activities; *Physical Fitness; *Psychological Characteristics; Psychomotor Skills; Thinking Skills; Well Being
IDENTIFIERS- Balance; Blood Pressure; Endurance; Flexibility (Psychomotor); Lipids; Psychosocial Factors

This publication summarizes what is known about the influence of regular physical activity on the health and quality of life of older individuals, addressing both the acute effects of a single bout of physical activity and the more persistent, long-term effects of sustained participation in exercise and physical activity. Section 1 discusses the physiological benefits of regular physical activity, focusing on cardiovascular function, blood pressure, blood lipids, muscle strength and endurance, flexibility, and balance. Section 2 discusses the psychological benefits of physical activity, noting information in a related table that discusses immediate and long-term effects. Section 3 focuses on general psychological well-being, including depression and anxiety, and cognitive functioning. Section 4 discusses the social implications of regular physical activity, referring to a related table that discusses immediate and long-term effects. Section 5 examines who should be physically active. Section 6 focuses on physical activity programs for older adults, discussing the activity mode, training frequency, duration of exercise, and intensity of exercise. The paper concludes that participation in regular physical activity is associated with tangible benefits for almost all older adults. It examines the considerable speculation about why so many seniors choose not to be active and notes the need for additional efforts in this regard. (SM)

ED 434 086 SP 038 771

Rowland, Thomas W.
Adolescence: A "Risk Factor" for Physical Inactivity.
PUB DATE- 99
NOTE- 9p.; For another Research Digest in this series, see SP 038 770.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adolescents; Athletics; Body Composition; *Child Health; Health Promotion; Physical Activities; *Physical Activity Level; Secondary Education; Sex Differences
IDENTIFIERS- *Health Behavior; *Psychosocial Factors

This publication examines influences on the present and future physical activity levels of adolescents, noting that the adolescents' physical activity habits, as well as other risk factors, are likely to track into the adult years. Section 1 discusses physical activity in adolescence, noting that adolescence is a time when physical activity tends to decline. Section 2 focuses on the decline of biological drive and the rise in psychosocial influences during adolescence. Section 3 discusses the effects of gender and body composition on physical activity level during adolescence, noting that the decline in physical activity level during adolescence tends to be more exaggerated in girls. Section 4 looks at the limited access to sports play in adolescence. Section 5 discusses adolescent physical activity and other health risk factors. Section 6 focuses on the tracking of physical activity level from adolescence into the adult years. Section 7 presents strategies for promoting physical activities in adolescents, including facilitating the enjoyment of physical activity, health claims, middle school students discuss whether they have ever purchased health products that did not perform as their claim stated. They learn about five questions to ask when evaluating a product's health claims and how to correctly distinguish between valid and invalid health information using those questions. The teacher selects a health product advertisement from a magazine that makes questionable health claims to provide an example for students to follow. Students then complete a questions to ask sheet as pertaining to the advertisement. (SM)

ED 434 107 SP 038 795

Boe, Erling E.; Cook, Lynne H.; Paulsen, Christine Andrews; Barkanic, Gema; Leow, Christine S.
Productivity of Teacher Preparation Programs: Surplus or Shortage in Quantity and Quality of Degree Graduates. Data Analysis Report No. 1999-DAR2.
SPONS. AGENCY- Pennsylvania Univ., Philadelphia. Center for Research and Evaluation in Social Policy.; National Inst. on Educational Governance, Finance, Policymaking, and Management (ED/OERI), Washington, DC.
PUB DATE- 99
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; Degrees (Academic); Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Teacher Certification; *Teacher Education Programs; *Teacher Supply and Demand; Teachers; Teaching Skills
IDENTIFIERS- Out of Field Teacher Assignment

This report contains national information about the productivity of teacher preparation programs in terms of quantity and quality (i.e., certification level) of its degree graduates who became employed as teachers in public and private schools. Data come from three large national probability samples of teachers taken over 7 years. The main sources were the Integrated Postsecondary Education Data System and the Public and Private School Teacher Questionnaires of the Schools and Staffing Surveys. This report presents the resulting data about the yield of degree graduates in a series of 22 tables. The focus is on one source of supply of teachers: degree graduates from teacher preparation programs. The report presents the summary results in terms of: trends in the yield of degree graduates, yield of entering teachers produced by degree graduates, yield of degree graduates as a function of certification status, yield of degree graduates as a function of out-of-field teaching, and trends in the surplus or shortage of degree graduates. Overall, the production of graduates from teacher preparation programs has been sufficient to meet demand, but there are some continuing shortages in certain areas. The appendixes present data sources and analysis methods, yield estimates from the Baccalaureate and Beyond Longitudinal Study, and a glossary. (Contains 23 references.) (SM)

ED 434 108 SP 038 796

Kottler, Jeffrey A.; Kottler, Ellen
Counseling Skills for Teachers.
PUB DATE- 00
NOTE- 139p.
LANGUAGE- English

response variance. Only a handful of questions from the surveys have been evaluated through reinterview, and the NCES and the Census could achieve more benefits from the reinterview program if the reinterview evaluation and survey improvement efforts were more closely linked. Suggestions are made to accomplish this linkage. An attachment contains the response variance formula. (SLD)

ED 434 128 TM 030 090

Cole, Cornette; Schwanz, Dennis J.
SASS Documentation: 1993-94 SASS Student Sampling Problems; Solutions for Determining the Numerators for the SASS Private School (3B) Second-Stage Factors. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Data Collection; Elementary Secondary Education; *Factor Structure; *National Surveys; *Private Schools; Research Methodology; Research Problems; *Sampling; Tables (Data)
IDENTIFIERS- Missing Data; Private School Survey (NCES); *Schools and Staffing Survey (NCES)

This document contains two papers related to the 1993-94 Schools and Staffing Survey (SASS). The first paper documents some of the problems that were encountered during student sample selection and the methods used to resolve those problems. It also provides some suggestions to alleviate some of the problems in future SASS studies. Significant problems were: (1) missing sampling data; (2) schools that would not cooperate; (3) problems with the instructions; (4) duplicate students; (5) timing problems; (6) matching problems; (7) omitted numbers of classes students took; and (8) teachers incorrectly identified as ineligible. The second paper explores options for using information from the Private School Survey (PSS) to ratio adjust the SASS to achieve agreement between the two surveys. Two broad classes of solutions are discussed. The first involved extrapolation from previous enumerations of the PSS to produce estimates, and the second involved interpolation between the 1997-98 PSS and preliminary information for the 1999-2000 PSS. Five attachments describe extrapolated values and estimated values for the 1995-96 list frame. (SLD)

ED 434 129 TM 030 091

Ingels, Steven J.; Scott, Leslie A.; Taylor, John R.; Owings, Jeffrey; Quinn, Peggy
National Education Longitudinal Study of 1988 (NELS:88), Base Year through Second Follow-Up: Final Methodology Report. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 588p.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Data Collection; Databases; Error of Measurement;

examined. (Contains 18 references, 4 figures, and a list of University of Twente research reports.) (Author/SLD)

ED 434 150 TM 030 114

Veldkamp, Bernard P.; van der Linden, Wim J.
Designing Item Pools for Computerized Adaptive Testing. Research Report 99-03.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ability; *Adaptive Testing; Classification; *Computer Assisted Testing; Estimation (Mathematics); Foreign Countries; *Item Banks; Simulation; Statistical Distributions; *Test Construction; Test Items
IDENTIFIERS- *Integer Programming; Test Specifications

A method of item pool design is proposed that uses an optimal blueprint for the item pool calculated from the test specifications. The blueprint is a document that specifies the attributes that the items in the computerized adaptive test (CAT) pool should have. The blueprint can be a starting point for the item writing process, and it can be used to assemble item pools in a system of rotating pools from a master pool. The blueprint is also useful for item pool maintenance. Designing the blueprint begins with analyzing the specifications for the CAT, a step amounting to the formation of a classification table involving categorization of quantitative item attributes. Using this table, an integer programming model for the assembly of the shadow tests in the CAT simulation is constructed. An estimate of the ability distribution of the identified population of examinees is obtained, and the CAT simulation is carried out using the integer programming model for the shadow tests and sampling simulees from the ability distribution. The blueprint is then calculated from the counts of the number of items from the cells in the classification table. The best way to implement the blueprint is in a sequential fashion recalculating the blueprint after a certain portion of the items has actually been written and tested so that their attribute values are known. (Contains 16 references and a list of University of Twente research reports.) (SLD)

ED 434 151 TM 030 115

Snapshot '98: 1997-98 School District Profiles.
PUB DATE- 99
NOTE- 788p.; The publication is the 11th edition of "Snapshot."
LANGUAGE- English
EDRS Price- MF05/PC32 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Charter Schools; Educational Finance; Elementary Secondary Education; Institutional Characteristics; *Profiles; *Public Schools; School Districts; *School Statistics; Student Characteristics; Tables (Data); Teacher Characteristics
IDENTIFIERS- *Texas

This publication provides a detailed look at public education in Texas for the 1997-98 school year. Published annually since 1987-88, "Snapshot" presents a broad range of information about the state's 3,891,988 students, its teachers, and its schools. It begins with a statistical overview of education at the state

Gender Gap Trends in Public Secondary Schools: 1972 to 1992.
PUB DATE- 98
NOTE- 20p.; Revised version of a paper presented at the Annual Meeting of the American Sociological Association (San Francisco, CA, August 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Equal Education; *High School Graduates; High Schools; Outcomes of Education; Public Schools; *Sex Differences
IDENTIFIERS- High School and Beyond (NCES); National Education Longitudinal Study 1988; National Longitudinal Study High School Class 1972

The existence of a gap in academic achievement between males and females was studied using data from the National Longitudinal Study (NLS), the High School & Beyond (HSB), and the National Education Longitudinal Study (NELS), surveys that represent the high school graduating classes of 1972, 1980, and 1992 respectively. The effects of gender on school-related outcomes were studied for students who attended a full 3 or 4 years of high school. The entire analyses treated the gender gap as the dependent variable. There is no evidence for a one-way gender gap favoring males beyond 1992 in public secondary schools. As of 1992, females possess a significant advantage on most central educational outcome indicators. These results suggest that broad nationwide efforts to bring about gender equity in schools has been effective. Boys, rather than girls, are now on the short end of the gender gap in many secondary school outcomes. (Contains 43 references.) (SLD)

ED 434 172 UD 033 101

Youngs, Peter
Challenges in Studying the Impact of Integrated Approaches to Preparing Teachers for Diversity.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.; Wisconsin Univ., Madison. School of Education.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Beliefs; *Diversity (Student); Elementary Education; *Elementary School Teachers; Experience; *Integrated Curriculum; Minority Groups; *Teacher Education; Teacher Expectations of Students; Urban Schools; *Urban Teaching

This paper reports on a study of the impact of an integrated teacher education program for diversity on two beginning teachers and considers the challenges involved in investigating the impact of such programs. The study examined four elementary school teachers in their first or second year of teaching who were working in schools that served high percentages of racial minority and low-income students. Two of the teachers graduated from a master's teacher education program, Teaching in Urban Contexts (TUC), which integrated attention to diversity throughout its courses and field experiences, while the other teachers were trained in programs that used a segregated approach to issues of diversity. Results suggest that the TUC program may have influenced its graduates' expectations for students, their approach to incorporating students' backgrounds into instruction, the extent to which they collaborated with colleagues, and their level of commitment to school renewal.

participation of girls in male-dominated curriculum areas, the endemic nature of sexual harassment, and the inequitable use of school resources by girls. Women's experiences in the space-between revolve around the conflicting discourses of equality with men and of male supremacy in which women are constructed as transgressors on male territory. Desire for achievement and threat to masculinity are dialectical experiences of girls' schooling in the Australian context. (Contains 24 references.) (SLD)

ED 434 193 UD 033 124

Promoting Educational Success Forty-Five Years after "Brown." Special Issue on Education.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Access to Education; Compensatory Education; *Desegregation Litigation; Educational Change; Educational History; Educational Vouchers; Elementary Secondary Education; *Equal Education; *School Desegregation; *Track System (Education)
IDENTIFIERS- *Brown v Board of Education

Forty-five years after the "Brown v. Board of Education" decision, the United States still faces the realities of institutional resistance to change. This special issue reviews the past decade of work by the Southern Regional Council to overcome inequality in education in the context of that organization's long struggle. Selections explore past accomplishments and present needs. The following articles are included: (1) "Reshaping Education Forty-Five Years after "Brown" (Wendy S. Johnson); (2) "Lessons Learned: A Decade of Education Reform" (Sarah Ellen Torian); (3) "Tracking Hurts Children" (Maria Klenbort); (4) "The Right Attacks Public Schools" (Barbara Miner); (5) "Promote Educational Success" (Gregory Malhoit); (6) "Voucher Push Moves South" (Ellen Spears); (7) "Education Is Key to Eliminating Racial Inequality" (Southern Regional Council); (8) "Schools In Conflict" (Leslie Dunbar); (9) "Title I Reauthorization" (Diane Piche); (10) "Standards Reform" (M. Hayes Mizell); (11) "Completing the Circle, Part II"; and (12) "Grace and Guts: Virginia Foster Durr, 1903-1999." (SLD)

ED 434 194 UD 033 125

Childs-Bowen, Deborah
Urban Elementary Schools Implementing Title I School-Wide Projects: Issues of Leadership, School Climate and Philosophy of Teaching and Learning.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Compensatory Education; *Educational Change; Educational Practices; Effective Schools Research; Elementary Secondary Education; *Instructional Leadership; Principals;

a section entitled "Plans and Expectations Versus Statistical Realities." While 57% of all new students in 1998 planned to transfer to four-year institutions, statistics show that only 11% of full-time students who enrolled in the fall of 1995 have actually transferred. The survey asked respondents to evaluate their certainty of transfer plans in five categories ranging from "very likely" to "very unlikely." The paper suggests that the statistics may have been misinterpreted, and that perhaps those who responded "very likely" reflect the strongest degree of commitment and motivation. Differences were found between full-time and part-time low-load students in terms of aspirations, with the latter group expressing more interest in upgrading job skills and taking courses to get a job. The report also presents findings related to certainty of educational plans, availability to take classes, student employment, and concurrent enrollment. (Contains numerous tables and graphs.) (NB)

PUB DATE- 97
NOTE- 0p.; For Volume 2, see PS 026 928.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Brain; *Environmental Influences; Personality; *Resilience (Personality); Social Development; *Social Environment; Videotape Recordings; Young Children
IDENTIFIERS- *Brain Development

This videotape explores the relationship between the child's social world and cognitive development. The first part of the video examines why the social environment is important to brain development. This section looks at the amount of time a child spends in a social environment, and the anatomy of the developing brain. The second part of the video looks at what kind of social environment encourages the development of a healthy, survival-oriented brain. This section highlights two studies that assessed factors contributing to success in the face of difficulty or disruption. The first study determined factors underlying adjustment to adult resilience in response to job termination: a sense of challenge, commitment, and control. The second study determined what protective factors in childhood contribute to adult resilience: (1) early childhood factors such as infant health, active and social temperament, and reasonable intelligence; (2) curiosity and opportunity to interact with the environment; (3) family and non-family mentors who gave unconditional love; (4) meaningful responsibility in a reasonably structured environment; and (5) positive self-concept and internal locus of control. The video concludes by posing three questions for discussion: (1) How can the social organization of the school enhance development? (2) How can we best incorporate brain biology into school's sociology? and (3) What can schools do to enhance both self-concept and self-esteem? The discussion guide accompanying the video provides background and supplementary material for leading a discussion following viewing of the video. (HTH)

counties. A special section on early brain development is included. Appendices contain indicator trend data by race 1980-1997, methodology, and references. (EV)

ED 433 926 PS 027 886

Boniface, Russell, Ed.
Collected Papers from the OERI Conference on Adolescence: Designing Developmentally Appropriate Middle Schools (Washington, D.C., May 7-8, 1998).
PUB DATE- 99
NOTE- 195p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adolescent Development; Curriculum Development; *Early Adolescents; Middle School Students; *Middle Schools; Parent School Relationship; *Research Needs; School Community Relationship

The U.S. Department of Education's Office of Educational Research and Improvement (OERI) sponsored a conference to identify key issues that could help OERI develop an agenda for research, products, and services in early adolescent education. This document compiles the papers from that conference. Following an introduction by OERI and a list of conference participants, the collection presents the five background papers: (1) "Early Adolescence: A Review of the Literature" (Tim Urdan and Steve Klein); (2) "Implications of Individual Difference Theories for Enhancing Adolescent Development" (Jodie Roth and Jeanne Brooks-Gunn); (3) "Middle Grades Curriculum, Instruction, and Assessment" (Nancy Ames and others); (4) "Increasing the Capacity and Will to Accelerate Middle Level Reform" (Susan Galletti); and (5) "Parent and Community Involvement in the Education of Young Adolescents" (Joan Schine). Authors addressed the same themes for their selected areas: (1) individual, institutional, and community factors; (2) the unique effect of contextual factors on various middle school reforms; (3) factor interaction; (4) possible directions for future research; and (5) practical applications of this research. Individual papers contain references. (DLH) centers. The February issue contains stories on the White House Conference on Child Care, registration and program information for the NCCCC meeting, pending legislation on campus child care, and a profile of the Meramec Campus Child Care Center in St. Louis, Missouri. The June issue includes articles on the NCCCC's history and future, pending federal legislation, samples of letters to federal representatives, and a profile of the Associated Students Children's Center at San Francisco State University (California). The October issue contains stories on First Lady Hillary Clinton's visit to NCCCC members' centers, pending federal legislation, and a profile of the Carleton Washburne Early Childhood Center at Brooklyn College (New York). Regular features include the NCCCC President's column, profiles of individual campus child care centers, information on NCCCC activities, and job listings. (KB)

IDENTIFIERS- England; *Reading Fluency

Noting that much has been written about children who have difficulty learning to read but little has been written about children who are fluent early readers, this book explores why some children succeed in reading at a very early age. The book resulted from a 3-year research project that studied the progress of 29 English children before they started school until the end of Year 2, when they were given their first National Curriculum assessments. Fifteen of the children were able to read fluently before they began school, and 14 of the children started to read with relative ease once they began to receive instruction in school. Chapter 1, "In the Beginning . . . Reading and Writing," presents an overview of contemporary understanding of how literacy develops. Chapter 2, "The Project," discusses procedures used to identify children for the study, presents profiles of the study participants, and discusses data collection. Chapter 3, "The Children," presents portraits of the children gained from questionnaires given to their parents at the start of the project. Chapter 4, "Reading," explores the performance of the children on reading-related tasks, while chapter 5, "Writing," discusses their performance on various writing tasks. Chapter 6, "Teacher Interviews," details the interviews held with the children's teachers, while chapter 7, "Interviews with Parents," focuses on the information obtained from parent interviews held at the end of the 3 school years over which the study was conducted. Chapter 8, "Child Interviews," details the semi-structured interviews that were held with the children toward the end of the project. Chapter 9, "Learning from Successful Readers," considers how the data collected in this study relate to current theories of literacy development. A list of English phonemes is appended. Contains an 87-item bibliography. (LPP) considerations are offered to help counselors work more effectively with clients who are struggling to maintain their values, cultural obligations, and self-efficacy while confronting social issues and barriers. (Contains 45 references and a flow-charted depiction of the career development model.) (CDS)

ED 433 980 RC 022 068

Enos, Anya Dozier
Listening: Implications for Qualitative Research.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Conference of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Culture; American Indian Education; *Community Involvement; *Cultural Awareness; Intercultural Communication; *Listening; Participatory Research; *Pueblo (People); *Qualitative Research; Research Design; World Views
IDENTIFIERS- *Communication Styles; Native Americans; *Researcher Subject Relationship

Pueblo communities want local research to be linked to community needs. To address this requirement, university research must shift from a set agenda that addresses personal or professional goals to a flexible design that moves toward a community-based goal. This can be achieved through collaboration with the Pueblo community. Key to developing this collaboration is the ability to listen in the Native style and the establishment of concrete ties with the community. The Native style of listening focuses on understanding and respecting the viewpoint of the speaker, as opposed to the academic style of listening, which focuses on questioning, even challenging, others' ideas. Research in Pueblo communities must follow a protocol that includes meeting with the Pueblo governor to present the research project. The governor gives direction on further protocol, which will vary with tribal communities. Continuing dialogue with the community throughout the research process is necessary. An example of a community-based environmental education model implemented at the Santa Fe Indian School demonstrates aspects of community-outsider communication and collaboration relevant to research projects. The staff was composed of community members and non-Indians, and the program addressed community-based needs. A discussion and listening period lasting several months established that the community would decide the focus of the environmental curriculum, and the school would write the curriculum, encompassing math and science. A figure depicts a process for designing and gathering research that fits Pueblo philosophies. (Contains 15 references.) (TD)

Roth); (17) "Spreadsheet and Composition of Functions" (J. Armando Landa H. and Sonia Ursini); (18) "Investigating Students' Developing Concept of Rate" (Susan Nickerson and Janet Bowers); (19) "A Conceptual Network for the Teaching-Learning Process of the Concept of Volume" (Mariana Saiz and Olympia Figueras); (20) "The Teacher's Role in Supporting Students' Development of Statistical Reasoning" (Kay McClain); (21) "Cross-National Comparisons of Representational Skill for Problem Solving" (Mary E. Brenner); (22) "Variations in Preference for Visualization among Mathematics Students and Teachers" (Norma C. Presmeg); (23) "The Little Teacher: A Student Role in Mathematics Small Groups" (Kathy M.C. Ivey and Sharon B. Walen); (24) "Narration as a Tool for Analyzing Beliefs on Calculus -- A Case Study" (Guenter Toerner); (25) "Writing about Mathematics in a Secondary Methods Course (Kate Masarik); (26) "A Web-Based Database of Problems and Practices and Real Communities of ESP Teachers and Students" (Eric Hsu). (AA)

For other tapes in series, see SE 062 852-861.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Animal Behavior; Biology; Ecology; Elementary Education; *Entomology; *Habitats; Science Activities; Science Instruction; *Scientific Concepts; Videotape Recordings; *Wildlife; Zoology
IDENTIFIERS- *Beetles

"Bug City" is a video series created to help children learn about insects and other small critters. All aspects of bug life are touched upon including body structure, food, habitat, life cycle, mating habits, camouflage, mutualism (symbiosis), adaptations, social behavior, and more. Each program features dramatic microscopic photography, fun commentary, and bug facts. A teaching guide is also included. The topic of this lesson is beetles and contains information on various unique and interesting species of beetles as well as their characteristics. Instructions for making a beetle habitat by setting up a colony of mealworms are presented. (WRM)

ED 434 022 SE 062 856

Bug City: Butterflies and Moths Videotape .
PUB DATE- 98
NOTE- Op.; Hosted by Christina Ricci; featuring Dr. Art Evans. For other tapes in series, see SE 062 852-861.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Animal Behavior; Biology; Ecology; Elementary Education; *Entomology; *Habitats; Science Activities; Science Instruction; *Scientific Concepts; Videotape Recordings; *Wildlife; Zoology
IDENTIFIERS- *Butterflies; Caterpillars; Metamorphosis; *Moths

"Bug City" is a video series created to help children learn about insects and other small critters. All aspects of bug life are touched upon including body structure, food, habitat, life cycle, mating habits, camouflage, mutualism (symbiosis), adaptations, social behavior, and more. Each program features dramatic microscopic photography, fun commentary, and bug facts. A teaching guide is also included. The topic of this lesson is butterflies and moths and contains interesting facts about both types of insects (including how to tell them apart) and explains their multi-stage life cycle. Instructions for creating a monarch caterpillar habitat to observe their metamorphosis are presented. (WRM)

Based on the results of the present research, an area of interest for future research would be to determine how parents would respond to the value statements compared to their perception of teen responses and actual teen responses recorded. The many approaches to values education include values clarification, values transmission, values orientation, values stimulation, moral development and reasoning, and character formation/education. If there is a consensus on "core values" today, it seems appropriate that schools assist parents and the general public in transmitting these values to succeeding generations. Contains 7 tables of data, 42 references, and sample surveys. (BT)

ED 434 047   SO 030 790

Nwagboso, Emmanuel
CLEP Culture, Leadership, Empathy, and Power : Hierarchy of Choice and Significance in Global Peace and Security.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cultural Context; Developed Nations; Developing Nations; *Empathy; Foreign Countries; Global Approach; Higher Education; *International Relations; *Leadership; *Peace; *Political Power; Political Science; Security (Psychology); Social Science Research; Student Attitudes; Student Surveys; Undergraduate Students

Culture, Leadership, Empathy, and Power (CLEP) are important phenomena or variables in the global political system. The significance of these variables cannot be understated or underestimated because nation-states vis-a-vis the developed countries need to understand fully cultures and the roles they play in global politics; the developing countries need to learn to value leadership and the role it plays in their lives and in the global system. Actors in global politics have played the "power game" and have continued to play this game for a long period. The World Wars and the consequent period of the Cold War made it necessary for mankind to address the issue of power and the capabilities of power in helping to achieve global peace and security, especially in the new millennium. Data on hierarchy of choice and significance were collected from 77 students in two different classes who chose and ranked the CLEP variables according to their significance or importance in achieving global peace and security. Data collected have been used to calculate percentages or differences of the choices made by the two different groups on the significance of CLEP in global politics. Contains 2 figures, a table of data, and 16 notes. (Author/BT)

ED 434 067   SO 031 059

Carpenter, Deborah
The Impact of Songwriting, Dramatization, and Performance on Third Graders' Ability To Learn and Retain Social Studies Concepts.
PUB DATE- 99
NOTE- 79p.; M.A. Research Project, San Diego State University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Classroom Research; *Concept Formation; Concept Teaching; *Dramatics; Educational Research; Grade 3; Musical Composition; *Performance; Primary Education; *Social Studies; *Songs; *Student Motivation

A study examined the impact of song writing, dramatization, and performance on third graders' ability to learn and retain social studies concepts. Students (n=18) were taught a unit on natural land forms and bodies of water in which they dramatized and performed songs which incorporated the main ideas of each unit. Upon completion of each unit, the students created dramatizations to demonstrate that they had mastered the concepts taught, and posttests were administered. Results were categorized and analyzed in three groups: below-grade-level readers, at-grade-level readers, and above-grade-level readers. Analysis revealed that although all students performed at an acceptable level of 80% and above on their presentations, posttest results indicated that only the students at and above grade level in reading performed at acceptable levels. Findings suggests that, although not all students reached acceptable levels of achievement, all students enjoyed the opportunity to sing and dramatize for their teachers and peers, indicating that this style of learning experience was motivating and rewarding for students. (Contains 26 references. Appendixes contain song lyrics, sample grade reports for 6 lessons, and sample pretests and posttests for 6 lessons.) (Author/BT)

creating separate strategies for different age groups, and taking into account various cultural and socioeconomic factors. (SM)

ED 434 087 SP 038 772

Wojciak, Alison
Tobacco Use Cessation and Youth. Issue Brief. August 1999.
SPONS. AGENCY- Centers for Disease Control and Prevention (DHHS/PHS), Atlanta, GA.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Federal Legislation; Public Policy; Research Needs; Secondary Education; Secondary School Students; *Smoking; State Legislation; *Student Behavior; *Tobacco
IDENTIFIERS- *Risk Reduction; Risk Taking Behavior; *Smoking Cessation

This issue brief discusses the importance of tobacco use cessation efforts for youth. Section 1 discusses the need for tobacco cessation for youth, explaining that despite increased attention to the prevention of tobacco use among youth, there has been little attention to youth who already smoke, and few programs for youth have proven successful. Section 2 discusses tobacco use statistics for adolescents. Section 3 examines the health effects of tobacco use among adolescents (respiratory and nonrespiratory effects, addiction to nicotine, and associated risks of other drug use). Section 4 focuses on the need for tobacco use cessation for youth. Section 5 examines how federal agencies and national organizations have called for adolescent cessation programs. Section 6 discusses the effects of policy on reducing youth tobacco use. Section 7 focuses on current practices, describing several programs that are currently being implemented. Section 8 discusses what is still needed to control the problem, including funding for research on effective youth cessation programs; a focus on cultural, linguistic, and age appropriate programs; and the establishment of partnerships with schools, agencies, and organizations interested in healthy youth development. Two sidebars present federal guidelines referencing adolescent smoking cessation and cessation theory and its application for youth. (Contains 25 references.) (SM)

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Counseling Techniques; Elementary Secondary Education; High Risk Students; *Interpersonal Competence; Needs Assessment; *Parent Teacher Cooperation; Student Needs; Teacher Collaboration; Teacher Role; *Teacher Student Relationship; Teachers

This book is designed to help teachers understand the basic methodology of counseling and sensitize teachers to the basic ideas and skills that are involved in responding to students' interpersonal, social, and emotional needs. The book helps teachers create helping relationships with students, assess and diagnose problems, use current therapy techniques, resolve critical classroom incidents, conduct effective parent-student conferences, adapt counseling skills to cultural differences, and communicate effectively with counseling professionals. There are seven chapters: (1) "Adjusting to Multiple Roles," (2) "Understanding the Process of Helping," (3) "Assessing Children's Problems," (4) "Developing Skills of Helping," (5) "Helping Strategies in Groups," (6) "Communicating with Parents," and (7) "Counseling Effectively with Other Professionals." Activities are interwoven into the text to illustrate real-life situations. Each chapter suggests additional readings. (SM)

*Followup Studies; Longitudinal Studies; Questionnaires; *Research Methodology; Sample Size; *Sampling; Secondary Education; Tables (Data)
IDENTIFIERS- *National Education Longitudinal Study 1988; Weighting (Statistical)

This technical report documents the methodology of the National Education Longitudinal Study of 1988 (NELS:88) base year survey of eighth graders through the 1992 second followup survey of high school students and dropouts. Chapter 1 begins with an overview and history of the NELS:88 and its database, Chapter 2 contains a description of the data collection instruments. Base year through second followup sample design and weighting procedures are discussed in chapter 3, and chapter 4 describes data collection procedures, schedules, and results. Chapter 5 describes data control and preparation activities, and chapter 6 contains recommendations for future studies. The 18 appendixes contain supplemental information, including Spanish versions of the student and parent questionnaires, completion and nonresponse tables, forms used in conducting the survey, and discussions of the data files. (Contains 10 figures and 22 tables.) (SLD)

ED 434 130 TM 030 092

Glimpse, Warren G.
Decennial Census School District Project Planning Report. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Census Figures; *Data Collection; Elementary Secondary Education; National Surveys; *Planning; *Research Methodology; Research Reports; *School Districts
IDENTIFIERS- National Center for Education Statistics

This document provides background information related to the 1990 Census Mapping Project to assist in evaluating the processes, products, users, and users of data from that program as part of the planning activity for the corresponding Census 2000 activity. Analysis of the data items frequently used, with particular attention to the School District Data Book, resulted in some key recommendations for a plan to develop a minimal 2001 census school districts special tabulation. The Census 2000 school district special tabulation should be used to produce several public use data products reflecting boundaries as of the school year 1999-2000. The public data base should be released on CD-ROM no later than December 23, 2001. It is also suggested that a summary report be prepared using these data to assess and report on the condition of education in the United States. An appendix lists the top 100 file subject matter items. (SLD) level. This overview describes the organization of public education in Texas and presents student, staff, and financial characteristics. The overview is followed by a section containing 87 different items of information for the state, regions within the state, and each of the 1,042 school districts in Texas. Information is also provided for the 19 charter schools operating in 1997-98. These 87 data items provide information on student demographics and performance, staff characteristics, and school district finances. "Snapshot '98" contains five appendixes: (1) definitions for the data items; (2) a bibliography; (3) data sources; (4) endnotes; and (5) a list of school districts in alphabetical order. (Contains 29 exhibits, the statistical details in table form, and 12 references.) (SLD)

ED 434 152 TM 030 116

Skillen, Jan; Merten, Margaret; Trivett, Neil; Percy, Alisa
The IDEALL Approach to Learning Development: A Model for Fostering Improved Literacy and Learning Outcomes for Students.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (December 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Case Studies; *College Students; Foreign Countries; Higher Education; *Individual Development; *Learning; Models; *Transitional Programs

A model of assisting students in the transition to university education is presented that takes a developmental approach. This Integrated Development of English Language and Academic Literacy and Learning (IDEALL) model recognizes that all students need to develop new or more sophisticated academic skills for the new environment and that the most effective way of assisting students is to integrate instruction in both generic and discipline-specific academic skills inside the curriculum. The model revolves around collaboration between discipline and learning developmental academics in the production of learning materials tailored to the needs of the curriculum and the provision of subject-based workshops that are team taught by staff from the discipline and the learning development unit. Data from two case studies of the IDEALL approach are presented. One case describes the use of the IDEALL approach in an Introduction to Management course, and the other describes the approach taken with approximately 350 students in an introductory biology course. Data from these studies suggest that the model can increase the learning outcomes achieved by students substantially. (Contains 8 references.) (SLD)

The paper elaborates on teachers' expectations for students and the incorporation of student backgrounds into instruction. The paper also discusses three challenges in trying to determine the impact of integrated programs for diversity on teachers' practices: (1) that teachers are influenced by their beliefs and experiences as well as their formal preparation; (2) participants in the same program may be differentially affected by program components; and (3) findings from one program for diversity may not apply to other programs. (Contains 34 references.) (Author/SLD)

ED 434 173 UD 033 102

Cairney, Trevor H.
Examining the Literacy Practices of Home, School, and Community: When Does Difference Make a Difference?
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Comprehension; *Cultural Awareness; Curriculum; Diversity (Student); Elementary Education; English; *Family Influence; Foreign Countries; *Literacy; *Multicultural Education; *Student Characteristics
IDENTIFIERS- Australia

A mismatch between the intended purpose of a curriculum strategy and the discourse understandings of students that enable them to engage in the activity is a common occurrence when the purposes of the curriculum strategy are not apparent to the students. This is more likely to happen in schools in multicultural societies. Experiences in a long-term research project in Australia illustrate the differences that can occur in negotiating culture in the classroom due to differences in use of literacy. The match and mismatch between the literacy of home and school have been explored in a variety of Australian schools and communities. In the first phase of the project, case studies of four schools with innovative literacy practices were conducted. The second phase involved detailed observation and discourse analysis of the literacy practices of 35 students from the case study (years 6 and 7). The most recent work focused on detailed studies of student literacy practices and analysis of student, teacher, parent, and community member views of English literacy and support of English literacy in school and the community. Literacy was variously constructed as knowledge, performance, negotiated meaning making, and "doing" school. Research results show that successfully negotiating school literacy involves learning the norms and expectations and ways of participating that are valued in school contexts. Shared understanding is critical to making literacy learners of students. (Contains 29 references.) (SLD)

*School Effectiveness; School Restructuring; Teacher Attitudes; Teachers; *Urban Schools
IDENTIFIERS- *Elementary Secondary Education Act Title I; Improving Americas Schools Act 1994 Title I

This paper presents data from the first year of a study that seeks to reveal the effective practices and structures that address the match between the philosophy of Title I and beliefs and practices at the school site. A national study has been designed to investigate the compliance and effectiveness of urban schoolwide Title I programs. As part of this study, the SouthEastern Regional Vision for Education (SERVE) selected the Empowerment Zone within the Atlanta (Georgia) city limit that includes the Atlanta public school system. One high-performing school and one school with scores lower than expected were studied through surveys of parents, teachers, principals, and students and interviews with principals and teachers, supplemented by classroom observations. Parent surveys revealed that legislative expectations, such as high standards, were being implemented at the more effective school. Teachers and principals also thought that Title I was bringing new opportunities to the school. At this school, teachers consistently identified the school's vision for learning in terms of high standards for students. Parents and teachers at the less effective school were much less certain of the role of Title I in fulfilling its legislative expectations, and much less sure of the school's mission. Implications for improved schoolwide practices derived from this study center on leadership by principals, who must have knowledge of the possibilities of educational improvement under Title I. (SLD)

ED 434 195 UD 033 126

Living and Learning in a World of Diversities. An EDC Report Series: Spring, 1999.
PUB DATE- 99
NOTE- 25p.; Premiere issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; *Diversity (Student); Elementary Secondary Education; *Equal Education; Hispanic Americans; Minority Groups; *Multicultural Education; *Racial Differences; Sex Discrimination
IDENTIFIERS- Latinas; Project Head Start

This new report series grows out of internal discussions at the Education Development Center (EDC) about the meaning of equity in education, student diversity, and reflective practice. This premiere issue looks across the EDC at a wide array of projects focused on equity and diversity. The following articles are included: (1) "Introduction: Living and Learning in World of Diversities"; (2) "Preventing Violence and Beyond: Facing New Challenges in a Changing World. National Network of Prevention Practitioners"; (3) "Twenty Years of Inclusion in the Head Start Classroom: New England RAP, A Head Start Quality Improvement Center for Disabilities Services"; (4) "Community-Based Education for Latina Women: Breaking Barriers"; and (5) "Promoting Equity for Girls and Women: The Women's Educational Equity Act Resource Center." (SLD)

ED 434 196 UD 033 127

The Freedom Writers Diary: How a Teacher and 150 Teens Used Writing To Change Themselves and the World around Them.

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(021) Collected Works - Proceedings

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EA029641	ED433584//
EA029718	ED433585
EA029719	ED433586
EA029988	ED433587
EA029991	ED433588
EA029998	ED433589
EA029999	ED433590
EA030000	ED433591
EA030001	ED433592
EA030002	ED433593
EA030003	ED433594
EA030004	ED433595
EA030008	ED433596
EA030011	ED433597//
EA030012	ED433598
EA030014	ED433599
EA030015	ED433600
EA030017	ED433601
EA030018	ED433602//
EA030019	ED433603
EA030020	ED433604
EA030021	ED433605
EA030022	ED433606
EA030023	ED433607
EA030024	ED433608
EA030025	ED433609
EA030026	ED433610
EA030027	ED433611
EA030028	ED433612
EA030029	ED433613
EA030032	ED433614
EA030033	ED433615//
EA030034	ED433616
EA030035	ED433617
EA030036	ED433618
EA030037	ED433619
EA030038	ED433620
EA030039	ED433621
EA030040	ED433622
EA030041	ED433623

EC - Disabilities and Gifted Education

EC307368	ED433624
EC307369	ED433625
EC307370	ED433626
EC307372	ED433627
EC307373	ED433628
EC307374	ED433629
EC307375	ED433630
EC307376	ED433631
EC307377	ED433632
EC307378	ED433633
EC307379	ED433634
EC307380	ED433635
EC307381	ED433636
EC307382	ED433637
EC307383	ED433638
EC307384	ED433639
EC307385	ED433640
EC307386	ED433641
EC307387	ED433642
EC307388	ED433643
EC307389	ED433644

EC307390	ED433645//
EC307391	ED433646//
EC307392	ED433647
EC307393	ED433648//
EC307394	ED433649//
EC307395	ED433650
EC307396	ED433651
EC307397	ED433652
EC307398	ED433653
EC307399	ED433654
EC307400	ED433655
EC307401	ED433656
EC307402	ED433657
EC307403	ED433658
EC307404	ED433659
EC307405	ED433660
EC307406	ED433661
EC307407	ED433662
EC307408	ED433663
EC307409	ED433664
EC307410	ED433665//
EC307411	ED433666
EC307413	ED433667
EC307414	ED433668
EC307415	ED433669
EC307416	ED433670
EC307417	ED433671
EC307418	ED433672//

EF - Eric Facility

EF005128	ED433673
EF005372	ED433674
EF005374	ED433675
EF005375	ED433676
EF005376	ED433677
EF005595	ED433678
EF005596	ED433679
EF005597	ED433680
EF005598	ED433681
EF005599	ED433682
EF005600	ED433683
EF005601	ED433684
EF005602	ED433685
EF005603	ED433686
EF005604	ED433687
EF005605	ED433688
EF005606	ED433689
EF005607	ED433690//
EF005608	ED433691//
EF005609	ED433692

FL - Language and Linguistics

FL025064	ED433693
FL025178	ED433694
FL025415	ED433695//
FL025910	ED433696
FL025911	ED433697
FL025927	ED433698
FL025946	ED433699
FL025947	ED433700
FL025948	ED433701
FL025949	ED433702//

FL025950	ED433703
FL025952	ED433704
FL025953	ED433705
FL025954	ED433706
FL025957	ED433707
FL025958	ED433708
FL025959	ED433709
FL025960	ED433710
FL025961	ED433711
FL025962	ED433712
FL025963	ED433713
FL025964	ED433714
FL025966	ED433715
FL025973	ED433716
FL025974	ED433717
FL025975	ED433718
FL025976	ED433719
FL025977	ED433720
FL025978	ED433721
FL025979	ED433722
FL025980	ED433723
FL025981	ED433724
FL025982	ED433725
FL025983	ED433726
FL801305	ED433727
FL801322	ED433728
FL801324	ED433729
FL801326	ED433730
FL801328	ED433731//

HE - Higher Education

HE032264	ED433732
HE032265	ED433733
HE032266	ED433734
HE032267	ED433735
HE032268	ED433736
HE032269	ED433737
HE032270	ED433738
HE032271	ED433739
HE032272	ED433740
HE032273	ED433741
HE032274	ED433742
HE032275	ED433743
HE032276	ED433744
HE032277	ED433745
HE032278	ED433746
HE032297	ED433747
HE032298	ED433748
HE032299	ED433749
HE032300	ED433750
HE032301	ED433751
HE032302	ED433752
HE032303	ED433753
HE032304	ED433754
HE032305	ED433755
HE032306	ED433756
HE032307	ED433757
HE032308	ED433758
HE032309	ED433759
HE032310	ED433760
HE032311	ED433761
HE032312	ED433762
HE032313	ED433763

HE032314	ED433764
HE032315	ED433765
HE032316	ED433766
HE032317	ED433767
HE032318	ED433768
HE032319	ED433769
HE032320	ED433770
HE032321	ED433771
HE032322	ED433772
HE032323	ED433773
HE032324	ED433774
HE032325	ED433775
HE032326	ED433776
HE032327	ED433777
HE032328	ED433778
HE032329	ED433779
HE032330	ED433780
HE032331	ED433781
HE032332	ED433782
HE032333	ED433783
HE032334	ED433784
HE032335	ED433785
HE032336	ED433786
HE032337	ED433787
HE032338	ED433788
HE032339	ED433789
HE032340	ED433790
HE032341	ED433791
HE032342	ED433792
HE032343	ED433793
HE032344	ED433794
HE032345	ED433795
HE032346	ED433796
HE032770	ED433797
HE032771	ED433798

IR - Information and Technology

IR019859	ED433799
IR019860	ED433800
IR057431	ED433801
IR057432	ED433802//
IR057433	ED433803//
IR057434	ED433804
IR057435	ED433805//
IR057436	ED433806
IR057437	ED433807//
IR057438	ED433808
IR057439	ED433809
IR057440	ED433810
IR057441	ED433811
IR057442	ED433812
IR057443	ED433813
IR057444	ED433814
IR057445	ED433815
IR057446	ED433816
IR057447	ED433817
IR057448	ED433818
IR057449	ED433819
IR057450	ED433820
IR057451	ED433821
IR057452	ED433822
IR057453	ED433823
IR057454	ED433824

IR057455	ED433825
IR057456	ED433826
IR057457	ED433827
IR057458	ED433828
IR057459	ED433829
IR057460	ED433830
IR057461	ED433831
IR057462	ED433832
IR057463	ED433833
IR057464	ED433834
IR057465	ED433835
IR057466	ED433836
IR057467	ED433837
IR057468	ED433838
IR057469	ED433839
IR057470	ED433840
IR057471	ED433841
IR057472	ED433842
IR057473	ED433843
IR057474	ED433844
IR057475	ED433845//
IR057476	ED433846//
IR057477	ED433847
IR057478	ED433848
IR057479	ED433849
IR057480	ED433850
IR057482	ED433851
IR057497	ED433852
IR057498	ED433853
IR057499	ED433854
IR057501	ED433855//
IR057533	ED433856

JC - Community Colleges

JC980354	ED433857
JC980355	ED433858
JC980356	ED433859
JC980357	ED433860
JC980358	ED433861
JC990570	ED433862
JC990572	ED433863
JC990573	ED433864
JC990574	ED433865
JC990575	ED433866
JC990579	ED433867
JC990580	ED433868
JC990581	ED433869
JC990584	ED433870
JC990585	ED433871
JC990586	ED433872
JC990587	ED433873
JC990588	ED433874
JC990589	ED433875
JC990590	ED433876
JC990591	ED433877
JC990592	ED433878
JC990593	ED433879
JC990594	ED433880
JC990595	ED433881
JC990596	ED433882
JC990597	ED433883
JC990598	ED433884
JC990599	ED433885

JC990601	ED433886
JC990602	ED433887
JC990603	ED433888
JC990604	ED433889
JC990605	ED433890
JC990606	ED433891
JC990607	ED433892
JC990608	ED433893
JC990609	ED433894
JC990610	ED433895
JC990611	ED433896
JC990612	ED433897
JC990613	ED433898
JC990614	ED433899
JC990615	ED433900
JC990616	ED433901
JC990617	ED433902
JC990618	ED433903
JC990619	ED433904
JC990620	ED433905
JC990621	ED433906

PS - Elementary and Early Childhood Education

PS026927	ED433907//
PS026928	ED433908//
PS027143	ED433909
PS027483	ED433910//
PS027697	ED433911
PS027698	ED433912
PS027751	ED433913//
PS027796	ED433914//
PS027821	ED433915//
PS027866	ED433916//
PS027872	ED433917
PS027874	ED433918
PS027875	ED433919
PS027876	ED433920
PS027877	ED433921
PS027878	ED433922
PS027880	ED433923
PS027881	ED433924//
PS027882	ED433925
PS027886	ED433926
PS027887	ED433927//
PS027888	ED433928
PS027903	ED433929
PS027904	ED433930
PS027908	ED433931//
PS027910	ED433932
PS027911	ED433933
PS027912	ED433934
PS027914	ED433935
PS027916	ED433936
PS027918	ED433937
PS027920	ED433938
PS027921	ED433939
PS027922	ED433940
PS027923	ED433941//
PS027924	ED433942
PS027925	ED433943
PS027926	ED433944
PS027928	ED433945
PS027929	ED433946

PS027931	ED433947
PS027932	ED433948
PS027951	ED433949
PS027953	ED433950
PS027954	ED433951//
PS027955	ED433952
PS027956	ED433953
PS027957	ED433954
PS027960	ED433955
PS027961	ED433956
PS027963	ED433957
PS027966	ED433958//
PS027967	ED433959
PS027969	ED433960
PS027971	ED433961//
PS027972	ED433962
PS027973	ED433963
PS027974	ED433964
PS027976	ED433965
PS027977	ED433966
PS027979	ED433967//
PS027981	ED433968//
PS027984	ED433969//
PS027985	ED433970//
PS027986	ED433971
PS027992	ED433972//

RC - Rural Education and Small Schools

RC020430	ED433973
RC021679	ED433974
RC022046	ED433975
RC022047	ED433976
RC022051	ED433977
RC022061	ED433978
RC022064	ED433979
RC022068	ED433980
RC022070	ED433981
RC022072	ED433982
RC022075	ED433983
RC022076	ED433984//
RC022087	ED433985
RC022088	ED433986
RC022091	ED433987
RC022092	ED433988
RC022093	ED433989
RC022095	ED433990
RC022097	ED433991//
RC022098	ED433992//
RC022099	ED433993//
RC022105	ED433994//

SE - Science, Mathematics, and Environmental Education

SE061231	ED433995
SE061654	ED433996
SE062348	ED433997
SE062752	ED433998
SE062793	ED433999
SE062794	ED434000
SE062795	ED434001
SE062800	ED434002//
SE062802	ED434003
SE062803	ED434004

SE062804	ED434005
SE062805	ED434006
SE062813	ED434007
SE062814	ED434008
SE062815	ED434009
SE062821	ED434010//
SE062823	ED434011
SE062840	ED434012
SE062841	ED434013
SE062842	ED434014
SE062846	ED434015
SE062847	ED434016
SE062850	ED434017
SE062852	ED434018//
SE062853	ED434019//
SE062854	ED434020//
SE062855	ED434021//
SE062856	ED434022//
SE062857	ED434023//
SE062858	ED434024//
SE062859	ED434025//
SE062860	ED434026//
SE062861	ED434027//
SE062863	ED434028
SE062864	ED434029
SE062872	ED434030
SE062873	ED434031
SE062876	ED434032
SE062877	ED434033
SE062878	ED434034//
SE062879	ED434035
SE062889	ED434036//
SE062892	ED434037
SE062893	ED434038
SE062894	ED434039

SO - Social Studies/Social Science Education

SO029201	ED434040
SO029228	ED434041
SO029991	ED434042
SO030543	ED434043
SO030702	ED434044
SO030703	ED434045
SO030729	ED434046
SO030790	ED434047
SO030807	ED434048//
SO030822	ED434049
SO030826	ED434050
SO030842	ED434051
SO030867	ED434052
SO030916	ED434053
SO030933	ED434054
SO030967	ED434055
SO030991	ED434056
SO030997	ED434057
SO031003	ED434058//
SO031016	ED434059
SO031034	ED434060
SO031035	ED434061
SO031036	ED434062
SO031043	ED434063
SO031051	ED434064
SO031056	ED434065

SO031057	ED434066
SO031059	ED434067
SO031071	ED434068
SO031104	ED434069
SO031105	ED434070
SO031106	ED434071
SO031109	ED434072
SO031132	ED434073
SO031168	ED434074
SO031169	ED434075
SO031178	ED434076
SO031200	ED434077
SO031258	ED434078

SP - Teaching and Teaching Education

SP038698	ED434079
SP038747	ED434080
SP038764	ED434081
SP038765	ED434082
SP038767	ED434083
SP038768	ED434084
SP038770	ED434085
SP038771	ED434086
SP038772	ED434087
SP038773	ED434088
SP038774	ED434089
SP038775	ED434090
SP038777	ED434091
SP038778	ED434092
SP038779	ED434093//
SP038780	ED434094
SP038781	ED434095
SP038783	ED434096
SP038784	ED434097
SP038785	ED434098
SP038786	ED434099//
SP038788	ED434100
SP038789	ED434101
SP038790	ED434102//
SP038791	ED434103
SP038792	ED434104
SP038793	ED434105//
SP038794	ED434106
SP038795	ED434107
SP038796	ED434108
SP038797	ED434109
SP038798	ED434110
SP038799	ED434111
SP038800	ED434112
SP038801	ED434113
SP038803	ED434114//

TM - Assessment and Evaluation

TM030076	ED434115
TM030077	ED434116
TM030078	ED434117
TM030079	ED434118
TM030080	ED434119
TM030081	ED434120
TM030082	ED434121
TM030083	ED434122
TM030084	ED434123

TM030085	ED434124
TM030086	ED434125//
TM030088	ED434126
TM030089	ED434127
TM030090	ED434128
TM030091	ED434129
TM030092	ED434130
TM030093	ED434131
TM030094	ED434132
TM030095	ED434133
TM030096	ED434134
TM030097	ED434135
TM030098	ED434136
TM030099	ED434137
TM030100	ED434138
TM030101	ED434139
TM030102	ED434140
TM030103	ED434141
TM030104	ED434142
TM030105	ED434143
TM030106	ED434144
TM030107	ED434145
TM030110	ED434146
TM030111	ED434147
TM030112	ED434148
TM030113	ED434149
TM030114	ED434150
TM030115	ED434151
TM030116	ED434152
TM030117	ED434153
TM030118	ED434154
TM030119	ED434155
TM030121	ED434156
TM030122	ED434157
TM030123	ED434158
TM030124	ED434159
TM030125	ED434160
TM030126	ED434161
TM030127	ED434162
TM030128	ED434163
TM030185	ED434164
TM030213	ED434165
TM030214	ED434166

UD - Urban Education

UD033096	ED434167
UD033097	ED434168
UD033098	ED434169
UD033099	ED434170
UD033100	ED434171
UD033101	ED434172
UD033102	ED434173
UD033103	ED434174
UD033105	ED434175
UD033106	ED434176//